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ABSTRACT

Materials have been assembled in these appendices to provide practical help to Community Advisory Committees (groups composed of parents, handicapped pupils or adults, professionals, and interested citizens). Materials are grouped under the following headings: (1) Legislative Fact Sheets, (2) Parent Handbooks and Pamphlets, (3) Newsletters, (4) Publicity Tips, (5) Planning Workshops and Conferences. (WTB)

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COMMUNITY ADVISORY COMMITTEE

VOLUME II

APPENDICES

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guidelines

SPECIAL EDUCATION RESOURCE NETWORK

THE CALIFORNIA STATE DEPARTMENT OF EDUCATION
PERSONNEL DEVELOPMENT UNIT

EC 151 669

Volume II

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9/7/82

SENATE BILL 1345 (Sieroty) (Chapter 1201)
Statutes of 1982
(Section-by-Section Summary)*
Effective Date: September 21, 1982

Section 1 EC Section 1981	Eliminates reference to a repealed Education Code section in subdivision (b). (Technical)
Section 2 EC Section 2551.3	Deletes from the fiscal section pertaining to the computation of revenue limits for county operated pregnant minors programs the maintenance of effort requirement for county superintendents to operate pregnant minors programs. Removes from this section the requirement for the Superintendent of Public Instruction to develop rules and regulations for the pregnant minors programs. (See new Chapter 6 (commencing with Section 8900) of Part 6 of the Education Code for pregnant minors programs requirements.)
Section 3 EC Sections 8900-01	Adds a new Chapter 6 (commencing with Section 8900) to Part 6 of the Education Code, entitled "Pregnant Minors Programs." EC Section 8900 requires the Superintendent of Public Instruction to adopt rules and regulations for the effective administration of pregnant minors programs operated by school districts and county superintendents of schools. EC Section 8901 requires county superintendents who operated pregnant minor programs in 1980-81 fiscal year and each fiscal year thereafter and school districts which increased their revenue limits in the 1981-82 fiscal year pursuant to subdivision (d) of Section 42241 to continue to operate pregnant minors programs with exceptions.
Section 4 EC Section 33590	Establishes staggered terms of office for members of the Advisory Commission on Special Education beginning January 1, 1984, and limits public members to no more than two terms.
Section 5 EC Section 33592	Permits the Advisory Commission on Special Education, within its operating budget and with the approval of the executive secretary, to reimburse its members for expenses which are determined to be necessary for the commission to function.
Section 6 EC Section 33595	Corrects an Education Code section citation in paragraph (1) of subdivision (b).
Section 6.5 EC Section 35000	Permits elementary school districts to include the word "elementary" in the name of the district.
Section 7 EC Section 44903.7	Revises provisions relating to the rights of certificated employees when special education programs are reorganized pursuant to Chapter 797 of the Statutes of 1980. Requires that the total number of years served as a certificated employee with the former employer be credited, year for year, in the salary schedule of the new employer. Limits terminated certificated

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*Refer to the appropriate Education Code sections for specific language.

Section 16 EC Section 56321	Changes the requirements of the proposed assessment plan in paragraph (3) of subdivision (b) by allowing less specific explanation to the parent on the details of the proposed assessment plan. Eliminates language that required a full explanation of the facts which make an assessment necessary or desirable. Precludes that no "individualized education program" (IEP) (rather than educational placement) will result from the assessment without the consent of the parent.
Section 17 EC Section 56322	Reduces specific requirements on who shall perform the assessment of the pupil, including the reference to "a multidisciplinary group of persons", and the reference to "teacher or specialist with the knowledge in the area of the suspected disability." New language requires the assessment to be conducted by persons competent to perform the assessment, as determined by the school district, county office, or special education services region.
Section 18 EC Section 56329	Allows local educational agencies to include the notice of parents' right to obtain assessment results as part of the assessment plan given to parents.
Section 19 EC Section 56341	Deletes from subdivision (b) language regarding the composition of the IEP team that implies more than three members. If the pupil does not presently have a teacher, new language requires this representative to be the teacher with the most recent and complete knowledge of the pupil who has also observed the pupil's educational performance in an appropriate setting. If no such teacher is available, this representative shall be a regular classroom teacher referring the pupil, or a special education teacher qualified to teach a pupil of his or her age. Requires in paragraph (2) of subdivision (c) that other individual members of the IEP team possess expertise or knowledge necessary for the development of the IEP. Adds a new subdivision (g) expressing the intent of the Legislature that IEP meetings are to be nonadversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs. Provides that if the public education agency uses an attorney during any part of the IEP meeting, that use shall be governed by the provisions of Section 56507.
Section 20 EC Section 56342	Repeals Education Code Section 56342 which became operative on July 1, 1982. (See Section 21)
Section 21 EC Section 56342	Requires the IEP team to consider local transportation policies and criteria developed pursuant to paragraph (5) of subdivision (b) of Section 56221.

Section 27 EC Section 56363.5	Permits local educational agencies to seek, either directly or through the pupil's parents, reimbursement from insurance companies to cover the costs of related services to the extent permitted by federal law or regulation.
Section 28 EC Section 56365	Corrects a typographical error in subdivision (d).
Section 29 EC Section 56367	Repeals language pertaining to state special schools. (See Section 30)
Section 30 EC Section 56367	Adds new language with respect to placements in state special schools. Placements in state special schools shall be made only as a result of recommendations from the IEP team, upon a finding that no appropriate placement is available in the local plan area. Exempts referrals for further assessment and recommendations to the state special schools from the placement provision.
Section 31 EC Section 56368	Eliminates the mandate for program specialists.
Section 32 EC Section 56380	Deletes annual notice requirement of parental right to request a review by the IEP team. Permits notice to be part of the IEP. Requires the pupil in a resource specialist program to receive a health and psychological evaluation (assessment) as early as possible in the second year when the IEP team finds that a pupil placed in a resource specialist program for more than one year has failed to show expected progress.
Section 33	Adds an article heading to Chapter 4.4 of Part 30 of the Education Code, immediately preceding Section 56425, to read: "Article 1. General Provisions."
Section 34 EC Section 56430	Adds Article 2 to Chapter 4.4 of Part 30 of the Education Code setting forth legislative intent language on the importance of early intervention programs for handicapped infants, and that existing services rendered by state agencies serving handicapped infants be coordinated and maximized.
Section 35 EC Section 56435-37	Adds Article 3 to Chapter 4.4 of Part 30 of the Education Code establishing among existing state advisory bodies an Ad Hoc Committee on Early Intervention to guide, advise, and assist the Governor, the Legislature, the State Board of Education, and state agencies concerned with providing services to handicapped infants.

Section 45 EC Section 56775	Adds district superintendents to the provision relating to funding excess costs for nonpublic, nonsectarian school placements for pupils residing in licensed children's institutions and foster family homes.
Section 46 EC Section 56780	Repeals the funding formula for program specialists. (See Section 47)
Section 47 EC Section 56780	Revises program specialists funding formula by allowing the $44 per pupil to be used for program specialists, regionalized services, or special education classes outside of existing state funding and growth provisions.
Section 48 EC Section 56828	Requires special education program transfers from the county superintendent of schools to school districts to be approved by the Superintendent of Public Instruction, and result in no additional costs to the state. Eliminates language regarding the State Superintendent's approval of these transfers only if it is determined that the transfer is in the best interests of the education and welfare of the pupils attending the program.
Section 49 EC Section 56851	Clarifies that the pupil's state hospital teacher is a member of the state hospital interdisciplinary team that develops the pupil's IEP. Places the responsibility for the pupil's IEP with the educational agency providing special education once the state hospital pupil is enrolled in the community program.
Section 50 EC Section 56852	Deletes language requiring the State Department of Education to review the appropriateness of state hospital pupil placement for educational services as designated in the pupil's IEP. (See Section 51)
Section 51 EC Section 56852.5	Reestablishes as a separate Education Code section the requirement for the State Department of Education, within its existing program review process, to specifically review the appropriateness of pupil placement for educational services as designated in the pupil's IEP and the criteria used in determining such placement.
Section 52 EC Section 56853	Specifies that the state hospitals are responsible for health related services as listed.
Section 53 EC Section 56854	Deletes language requiring the interagency agreements between the Superintendent of Public Instruction and the Directors of the State Departments of Developmental Services and Mental Health to include guidelines for the calculation of reasonable costs for services in the development of contracts between state hospitals and local public education agencies or nonpublic schools. (See Section 58 for new contract provisions)

Section 61 EC Section 56859	Deletes permissive language regarding the state hospital employing a person as an instructional permit teacher.
Section 62 EC Section 56860	Repeals reporting requirements for the State Departments of Developmental Services, Education, and Mental Health.
Section 63 EC Section 56860	Specifies that special transportation for state hospital pupils shall be the responsibility of the state hospital.
Section 64 EC Section 56863	Requires the state hospitals, not the Superintendent of Public Instruction, to notify parents of state hospital pupils of the right that their child can be considered for education programs other than on state hospital grounds.
Section 65 EC Section 56864	Excludes state hospital residents receiving special educational services in the community from the special education service proportions prescribed by Article 7 (commencing with Section 56760) of Chapter 7, or the growth tests presented by Section 56728.6.
Section 66 EC Section 56865	Permits $750,000 appropriated in AB 1202 (1980), but not spent, for portable classrooms to be used for remodeling classrooms for state hospital pupils being served in community school programs.
Section 67 Health & Safety Code Section 1597.63	Prohibits a local jurisdiction from imposing any business license, fee, or tax for the privilege of operating a facility licensed under the Health and Safety Code which serves six or fewer persons.
Section 68	Amends Item 6100-161-001 of the Budget Act of 1982 (Chapter 326, Statutes of 1982) to increase the special transportation cap to $80,260,000.
Section 69	Amends Section 21.42 of the Budget Act of 1982 concerning reimbursements to child care and development programs serving severely handicapped children which received state funding during the 1980-81 fiscal year. Prohibits the parent/guardian fee from being assessed if the child has been referred to the program by another agency, such as a regional center, or if the family is required to pay a fee through another component of the program, such as a Mental Health UMDAP process. Requires the programs to deduct from the families' fees those costs incurred by families for other child development services required because of the child's handicap or the employment, education, or training of the parent. Permits the programs to absorb the loss of unpaid parent fees.

Section 75	Allocates $35 million appropriated in the Budget Act of 1982 to reduce the 1981-82 special education program and transportation deficits. Of the $35 million, $19 million will be applied to the program deficit and $16 million will be applied to the transportation deficit.
Section 76	Allocates $84,700 to the Los Gatos Union School District for funds not received in 1979-80 because of a transfer of a licensed children's institutions program and a change of the reimbursement mechanism.
Section 77	Requires the Legislative Analyst, by March 1, 1983, to report to the Legislature regarding the funding of special education programs in licensed children's institutions.
Section 78	States the intent of the Legislature not to fund the deficit in the transportation portion of special education in the 1982-83 fiscal year. States further intent of the Legislature that school districts and county offices of education should reduce transportation costs in special education by using regular home-to-school transportation to transport special education pupils whenever feasible and appropriate.
Section 79	Double joins Education Code Section 56320 with Assembly Bill 2652 (Moore) which has an effective date of January 1, 1983.
Section 80	Double joins Education Code Section 56345 with Assembly Bill 2652 (Moore) which has an effective date of January 1, 1983.
Section 81	Provides that no appropriation is made and no reimbursement is required by SB 1345 because the Legislature finds and declares that there are savings as well as costs in this act which, in the aggregate, do not result in additional net costs.
Section 82	Provides that no appropriation is made by SB 1345 and the state shall not reimburse any local agency for any tax revenues lost by it under Section 67 of this act.
Section 83	Contains an urgency clause making SB 1345 effective when signed into law by the Governor.

PDH:mes

MAR 29 1982

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

September 14, 1981

TO: District and County Superintendents

FROM: Davis W. Campbell
Deputy Superintendent for Programs

SUBJECT: EDUCATION PROGRAM PROVISIONS OF AB 777

Assembly Bill 777 (Chapter 100 of the 1981 statutes) was signed by the Governor on June 28, 1981. This bill has been widely recognized for its many important provisions concerning educational finance. The bill also, however, contains a School-Based Program Coordination Act which has considerable significance for the design and operation of school programs. The memorandum is designed to communicate the main features of the Act.

The School-Based Program Coordination Act contains no mandates. It is entirely permissive. Article 1 of the Act establishes the legislative intent:

> It is the intent of the Legislature to provide greater flexibility for schools and school districts to better coordinate the categorical funds they receive while ensuring that schools continue to receive categorical funds to meet their needs.
>
> It is further the intent of the Legislature to focus the authority to exercise such flexibility at the school level, with the approval and under the policy direction of, the governing board.

Article 3 of the Act permits a school and school district to coordinate the use of funds from up to 11 identified state categorical programs at a school with increased flexibility in the use of funds. Part I of this memorandum covers this Article.

Article 2 of the Act permits a school district to request a waiver of nearly any portion of the Education Code except those pertaining to the funding sources covered by Article 3. Part II of this memorandum covers this Article.

The Act becomes effective January 1, 1982. In the next several weeks, the Department will send out administrative instructions for making application under the Act. In the meantime, questions or comments on the provisions of Article 3 should be addressed to Walter F. Denham, Chief, Office of School Support Services at (916) 322-2508. Questions or comments on the provisions of Article 2 should be addressed to Robert Agee, Chief, Fiscal Policy Planning and Analysis Unit at (916) 322-1645.

I. COORDINATED SCHOOL-BASED PROGRAMS (Article 3)

It is important to recognize that under Article 3 the application process used by the district to receive the funds from the Article 3 sources is unchanged. Any student test data or language data or other data previously required in making application for funds is still required. Further, the requirements or options that a school district has in allocating funds to a school remain the same.* What may be different under Article 3 is the use of the funds at a school after they have been allocated to the school.

Article 3 applies to schools that receive funds from one or more of the following:

• School Improvement	Chapter 6 (commencing with Section 52000) of Part 28
• Economic Impact Aid-State Compensatory Education	Chapter 1 (commencing with Section 54000) of Part 29
• Miller-Unruh Reading Specialists	Chapter 2 (commencing with Section 54100) of Part 29
• Gifted and Talented Education	Chapter 8 (commencing with Section 52200) of Part 28
• School Site Special Education	Chapter 7 (commencing with Section 56000) of Part 30
• Conservation Education	Article 4 (commencing with Section 8750) of Chapter 4 of Part 6
• School Staff Development Programs	Article 1 (commencing with Section 44670) of Chapter 3.1 of Part 25
• Classroom Instructional TV	Article 15 (commencing with Section 51870) of Chapter 5 of Part 28
• Career Guidance Centers	Article 2 (commencing with Section 52340) of Chapter 9 of Part 28
• New Careers	Article 5 (commencing with Section 44520) of Chapter 3 of Part 25
• Cadet Corps	Chapter 1 (commencing with Section 500) of Part 2 of Division 2 of the Military and Veterans Code

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*There is a possible interaction with federal funds under ESEA, Title I, or PL 94-142 that will be mentioned later.

Both district-level and school-level affirmative decisions are necessary to use the provisions of Article 3. At the district level, the governing board decides to allow a school to apply under Article 3. At the school level, a school site council decides it wishes to apply. Application is made by the school, through the district, to the State Board of Education.

The steps are:

1. Local board deciding to allow participation
2. Informing the school community
3. Establishing a school site council
4. The council choosing to participate
5. Developing the school plan
6. Local board approval of the plan and submission to the state
7. Review and approval by the State Board of Education

1. Local Board Deciding to Allow Participation

The first step in making application to participate under Article 3 is consideration by the local governing board. If after consideration the board decides it will invite schools to participate, it establishes policies and procedures to guide the distribution of information and the formation of school site councils. The length and specific content of these policies and procedures are optional for the board (assuming they are consistent with the provisions of Article 3).

2. Informing the School Community

When the local board decides to allow participation, it must provide information concerning school-based coordination to the principal of every school that the board wishes to consider for participation under Article 3. The principal must share this information with teachers, other school personnel, parents, and, in secondary schools, students.

3. Establishing a School Site Council

Prior to the development of a plan under Article 3, there must be a school site council. Any school now operating under School Improvement or having a council which meets the membership requirements of School Improvement also meets the council requirements of Article 3. In this case, the existing council automatically becomes the required council. If no such council already exists, the local board must ensure that all interested persons, including but not limited to the principal, teachers, other school personnel, parents, and, in secondary schools, students, have an opportunity to meet in public to establish the council. Membership selection must be done by peers--students selected by students, parents or other community members selected by parents, teachers selected by teachers, other school personnel selected by other school personnel.

At any elementary school:

a. Half the membership must be parents or other community members.

b. Half the membership must be school staff, including the principal, teachers, and other school personnel. A majority of this half must be teachers.

At any secondary school:

a. One quarter of the membership must be parents.

b. One quarter of the membership must be students.

c. Half the membership must be school staff, including the principal, teachers, and other school personnel. A majority of this half must be teachers.

Any other school-level committee or council required by law must be maintained and perform its mandated functions. Any state-required advisory committee or council, however, may elect to designate the school site council to function as that advisory committee or council for all purposes required by state statute or regulations for a period of up to two years. Any advisory committee or council required by federal statute or regulation must be maintained and may not have the school site council perform its functions.

4. The Council Choosing to Participate

After the local board indicates that it will allow a school to participate under Article 3, a school site council is formed if one does not already exist. The council's first step is to consider whether or not it wishes to participate. If it does, the council, under such policies as have been adopted by the board, must first choose which of the funds the school has been allocated from the 11 sources it wishes to include in its school-based coordinated program. It may choose only one, certain ones, or all.

It may be that one or more of the funding sources to be included is presently used only in certain grades. (The most common examples of this are School Improvement for kindergarten through grade three only or State Compensatory Education for only some grades.) The council may choose to operate under Article 3 only for those grades or to include all grades in the school in its Article 3 participation.

If the council previously existing as a K-3 school site council under School Improvement chooses to include all grades under Article 3, it must then be reformed so that parents and staff representing all grade levels select the members who will develop the school plan under Article 3.

5. Developing the School Plan

Once the council has identified the funding sources and the grade levels to participate, it must develop a school program plan, including budgeting the funds for all sources that are included under Article 3. If there is already a comprehensive school program plan for the school, it may be modified as needed to meet the requirements of Article 3.

The plan must include:

a. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.

b. Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.

c. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers.

d. Ongoing evaluation of the educational program of the school.

e. Other activities and objectives as established by the council.

f. The proposed expenditures of funds available to the school from the funding sources the council chose to include in the coordinated school-based program.

For funds used under Article 3, the provisions of the funding source statutes or regulations are entirely replaced by the Article 3 requirements. The requirements under Article 3 pertaining to the individual funding sources are:

- School Improvement

  The provisions of Article 3 completely replace the provisions of School Improvement. In comparing Article 3 with School Improvement, it is clear that any school plan which currently meets the provisions of School Improvement will also meet those of Article 3.

  Because the program developed under Article 3 may be for the total school population, schools now funded for K-3 only under School Improvement may use those funds for the whole school program (all grade levels in the school). Article 3 additionally provides explicitly that such schools will not lose their eligibility for School Improvement expansion funding should such funds become available.

- Economic Impact Aid-State Compensatory Education

Article 3 allows Economic Impact Aid (EIA) funds to be included in the school-based coordinated program. While the EIA statute provides funds to districts under a single formula, the provisions of the Title 5 Administrative Code require the district to divide the funds into EIA-State Compensatory Education (EIA-SCE) and EIA-limited-English-proficient (EIA-LEP) allocations to schools. The requirements for services to LEP students, however, are contained in AB 507 (1980) and are not affected by AB 777. None of the requirements for serving LEP students may be removed or replaced when EIA-LEP funds are coordinated under Article 3. With this in mind, EIA-LEP funds may be coordinated under Article 3 if EIA-SCE funds are also coordinated under Article 3.

When EIA-SCE funds are coordinated under Article 3, however, the provisions of Article 3 completely replace the EIA-SCE provisions. (NOTE: ESEA, Title I, requirements remain fully in effect. Further, the use of SCE funds under Article 3 complicates the district's allocation of both Title I and SCE funds to schools. Because of the complications, the Department recommends not considering the use of SCE funding under Article 3 prior to the 1982-83 school year.) The Department will provide further instructions and advice in this area in the coming weeks.

State Compensatory Education funds may be included under Article 3 at a school if, and only if, either:

a. There is state funding (EIA-LEP plus EIA-SCE) for disadvantaged students for 75 percent of the students at the school (in the grade levels with compensatory education programs), or

b. The total amount of EIA-LEP plus EIA-SCE and state and local funds over and above the base funding at the school allocated for educationally disadvantaged students equals 75 percent of the product of the total school enrollment (or the enrollment of those grades with compensatory education programs) times the educationally disadvantaged per capita funding rate at the school. As an example, assume 1,000 students at a school with EIA funds at the rate of $500 allocated for 600 educationally disadvantaged students, giving $300,000 total of EIA funds. As 75 percent times 1,000 times $500 equals $375,000, state and local funds above the base totaling $375,000 minus $300,000 equals $75,000 would have to be allocated to the school to allow the State Compensatory Education funds to be coordinated under Article 3. All or part of the $75,000 could be other funds coordinated under Article 3. If less than $75,000 were available, the district would have to allocate the difference.

- Miller-Unruh

The funds must be used to hire a reading specialist using the existing criteria for hiring. However, the role of the person hired is then determined by the council as it develops the school plan under Article 3.

- Gifted and Talented Education

The local board decides whether and how much gifted and talented funding is allocated to the school. Once allocated to the school, such funds are budgeted by the council as it develops the school plan under Article 3. Article 3 includes a provision that existing district gifted and talented advisory committees be maintained.

- Special Education

All the provisions of special education statutes stay intact under Article 3 except that:

a. Resource specialist program services and designated instruction and services may be provided to pupils who have not been identified as individuals with exceptional needs.

b. Programs for individuals with exceptional needs must be under the direction of credentialed special education personnel, but services may be provided entirely by personnel not funded by special education monies, provided that all services specified in the individualized education program (IEP) are received by the pupil.

The budgeting of special education funds is not affected by Article 3. Rather, the Article increased flexibility in the way both regular and special education staff members are used. (There may be some difficulty in the more flexible provision of services, however, because of the involvement of federal PL 94-142 funds. Because of this, the Department recommends that such personnel continue to be used as they are presently until clarification can be obtained. The Department will provide further instruction and advice in the coming weeks.)

- Conservation Education
- New Careers
- School Staff Development (AB 551, Article 1)
- Classroom Instructional TV
- Career Guidance Centers*
- Cadet Corps

The district allocates funds to the schools according to the provisions of the funding source. The funds are then used under the provisions of Article 3.

Other provisions of Article 3 affecting the development of the school plan are:

a. If the school site council chooses to include EIA funds in its coordinated program, it must consult with any school bilingual advisory committee required by law prior to submitting its plan to the local governing board. If the bilingual advisory committee objects to the plan, written copies of the committee's objections must be attached to the plan when it is submitted. Decisions of the school site council and the local governing board are nonetheless final concerning what is submitted to the State Board of Education for its review and approval.

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*There are no funds available for Career Guidance Centers at this time.

b. Article 3 allows the council, as part of its school plan, to request released time not to exceed eight days for each participating staff member during the regular school year to advise students or conduct staff development programs, with the district receiving full average daily attendance reimbursement for those days. As Article 3 covers the entire school program, staff in all grade levels may be included regardless of the allocations of funds to the school (e.g., School Improvement for kindergarten through grade three only).

c. In the preparation of the coordinated school program plan, the school site council may request, under Article 2 of the Act, to waive all or part of any section of the Education Code with certain limited exceptions. These exceptions are noted in Part II of the memorandum.

6. Local Board Approval of the Plan and Submission to the State

The school site council submits its recommended plan, including any waiver request and any request for released time to advise students or conduct staff development to the local board. The board reviews and approves or disapproves the plan. If approving, the board submits the plan to the State Board of Education; if disapproving, the board communicates specific reasons for its disapproval to the council, after which the council alters the plan in response to the reasons for its disapproval and submits it again to the board.

7. Review and Approval by the State Board of Education

The State Board of Education reviews and approves or disapproves the coordinated school-based plan. The review criteria will be based entirely on the provisions of the Act and any regulations which may be adopted. Also, there will be program quality and fiscal reviews very similar to program reviews currently conducted for schools receiving School Improvement; ESEA, Title I; or EIA-SCE funds.

In line with current practice, districts are encouraged to form consortia for conducting program reviews of educational programs utilizing consolidated application funding or for providing program development assistance and reviewing school site plans, or both. Details of consortia formation are contained in the Assistance Guide for Forming a Consortium to Improve School Programs.

II. EDUCATION CODE WAIVERS (Article 2)

Increased flexibility for school programs using funds from the sources covered by Article 3 is provided by that article. The School-Based Program Coordination Act also includes an Article 2 which allows for greatly increased district and/or school flexibility for virtually all other parts of the Education Code.

Article 2 provides that a local governing board may request the waiver of any section of the Education Code, apart from Article 3 or the section pertaining to the funding sources covered by Article 3, with only two specific limitations:

- The identification and assessment criteria relating to any categorical aid program must be continued.
- The employee rights and school finance provisions specified in Education Code Section 52033 must be maintained.

The State Board of Education is required to grant the waiver unless it specifically finds one of the following:

1. The educational needs of the pupils are not adequately addressed.
2. The waiver affects a program which requires the existence of a school site council and the school site council did not approve the request.
3. The appropriate advisory committee did not have an adequate opportunity to review the request. Further, for a request to waive a requirement pertaining to programs for limited-English-proficient students, the request did not include a written summary of objections, if any, to the request made by the bilingual advisory committee required pursuant to Section 52176.
4. Pupil and teacher protection is jeopardized.
5. Guarantee of parental involvement is jeopardized.
6. The request would substantially increase state costs.
7. The exclusive representative of employees, if any, as provided in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, was not a participant in the development of the waiver.

Furthermore, a complete and documented waiver request is automatically approved for one year if it is not acted on by the State Board of Education within two of its meetings following receipt.

DWC:cw

SB 1870

July 28, 1980, is a significant date which represents the signing of Senate Bill 1870, the California Master Plan for Special Education, by Governor Brown. The law is considered to be one of the monumental pieces of Legislation of this decade. Unlike previous special education legislation, SB 1870 is rooted in the philosophy that we provide the services with the wisdom and foresight that each handicapped individual has a future in our future. They, too, have gifts. Section 56001 cites the intents of the Legislature, which will be realized throughout the state of California. As we train staff to implement this bill, we must constantly reflect on the intents of the Legislature.

ARTICLE I - INTENT

56000. The Legislature funds and declares that all individuals with exceptional needs have a right to participate in free appropriate public education and that special educational instruction and services for these persons are needed in order to ensure them of the right to an appropriate educational opportunity to meet their unique needs.

It is the intent of the Legislature to unify and improve special education programs in California under the flexible program design of the Master Plan for Special Education. It is the further intent of the Legislature to assure that all individuals with exceptional needs are provided their rights to appropriate programs and services which are designed to meet their unique needs under Public Law 94-142.

It is the further intent of the Legislature that nothing in this part shall be construed to abrogate any right provided individuals with exceptional needs and their parents or guardians under Public Law 94-142.

It is the further intent of the Legislature that the Master Plan for Special Education provide an educational opportunity for individuals with exceptional needs which is equal to or better than that provided prior to the implementation of programs under this part, including, but not limited to, those provided to individuals previously served in a development center for handicapped pupils.

It is the intent of the Legislature that the restructuring of special education be implemented in accordance with provisions of this part during a two year transitional period commencing with fiscal year 1980-81, with full implementation to be completed by June 30, 1982.

56001. It is the intent of the Legislature that special education programs provide all of the following:

(a) Each individual with exceptional needs is assured an education appropriate to his or her needs in publicly supported programs through completion of his or her prescribed course of study or until such time that he or she has met proficiency standards prescribed pursuant to Sections 51215 and 52326.

(b) Early educational opportunities are available to all children between the ages of three and four years and nine months who require intensive special education and services.

(c) Early educational opportunities may be made available to children younger than three years of age who require intensive special education and services and their parents.

(d) Any child younger than four years and nine months, potentially eligible for special education shall be afforded the protections provided by this part and by federal law commencing with his or her referral for special education instruction and services.

(e) Each individual with exceptional needs shall have his or her educational goals, objectives, and special education and related services specified in a written individualized education program.

(f) Education programs are provided under an approved local plan for special education which sets forth the elements of the programs in accordance with the provisions of this part. This plan for special education shall be developed cooperatively with input from the community advisory committee and appropriate representation from special and regular teachers and administrators selected by the groups they represent to ensure effective participation and communications.

(g) Individuals with exceptional needs are offered special assistance programs which promote maximum interaction with the general school population in a manner which is appropriate to the needs of both.

(h) Pupils be transferred out of special education programs when special education services are no longer needed.

(i) The unnecessary use of labels is avoided in providing special education and related services for individuals with exceptional needs.

(j) Procedures and materials for assessment and placement of individuals with exceptional needs shall be selected and administered so as not to be racially, culturally, or sexually discriminatory. No single assessment instrument shall be the sole criterion for determining placement of a pupil. Such procedures and materials for assessment and placement shall be in the individual's mode of communication. Procedures and materials for use with non-English-speaking and limited-English-speaking pupils as defined in subdivisions (d) and (e) of Section 52163, shall be in the individual's primary language. All assessment materials and procedures shall be selected and administered pursuant to Section 56320.

(k) Educational programs are coordinated with other public and private agencies, including preschools, child development programs, nonpublic, nonsectarian schools, regional occupational centers and programs and postsecondary and adult programs for individuals with exceptional needs.

(l) Psychological and health services for individuals with exceptional needs shall be available to each school site.

(m) Continuous evaluation of the effectiveness of these special education programs by the school district, special education services region, or county office shall be made to insure the highest quality educational offerings.

(n) Appropriate qualified staff are employed, consistent with credentialing requirements, to fulfill the responsibilities of the local plan and that positive efforts to employ qualified handicapped individuals are made.

(o) Regular and special education personnel are adequately prepared to provide educational instruction and services to individuals with exceptional needs.

OVERVIEW OF SB 769

Four Major Parts of SB 1870

Program Mandates

Includes all requirements of PL 94-142, referral, assessment, IEP development. Descriptive of program options - special classes, RSP, DIS and nonpublic schools. Includes description of program specialists and regionalized services.

Entitlements

Methods and formulas used to determine the level of funding agencies are entitled to. Includes description of funding for IPS units. Funding caps (service proportions), support services ratio, regionalized services, etc.

It was an attempt for the first time to have entitlements based on each LEA's own needs. Always before, a statewide average was used.

Revenues for Special Education from Five Sources

1. Federal (PL 94-142) entitlements
2. Revenue limits per ADA for special classes
3. Calculated general fund contribution
4. Property taxes assigned (counties only)
5. Special education allowances

Expenditures

The actual cost of the program needed to meet the mandates and provide an appropriate program for all handicapped individuals.

PROBLEMS WITH THIS SYSTEM IN 1980/81:

1. Very few in state understood how the funding system worked, and its relationship to the program and the mandates.
2. Forms used to assure entitlements were very late in development.
3. As a brand new system it was highly confusing.
4. Most important of all, the revenues needed for the entitlements were underestimated by about 120 million dollars.

California State Department
of Education, 1981.

What did the Legislature do about this?

1. Through SB 639 they appropriated $30 million of additional state funds to help cover the deficit.
2. Decided to pass a bill that would eliminate or at least greatly reduce the deficit.

What was the result?

1. SB 769
2. Attempts to remedy the situation by reducing the entitlements.
3. It is an entitlement reduction bill. It didn't add any revenues, and it eliminated almost no program mandates.

What about the effect on the expenditure or costs?

1. That problem was left up to the LEA. If costs exceed the revenues, then LEA's must make it up from additional general funds.

DESCRIPTION OF SEVERELY HANDICAPPED AND NON-SEVERELY HANDICAPPED

Severely Handicapped (as defined by Education Code Section 56030.5)

Disability must be "profound."

Disability must be one of the following:

Autism
Blindness
Deafness
Severe Orthopedic Impairments
Serious Emotional Distrubance
Severe Mental Retardation
Individuals who would have been in Development Centers

1. Definition has fiscal effect in three ways, so it is very important to define units correctly.

   (a) Different support ratio funding for severely and non-severely handicapped.

   (b) Different aide funding for severely and non-severely handicapped units.

   (c) Different level of extended year funding for severely and non-severely handicapped.

2. Why the Legislature differentiated between severely and non-severely handicapped:

   (a) Basically the special education community was able to convince the Legislature that programs for severely handicapped should be protected from some of the cuts in entitlements.

   (b) An example is the support ratio squeeze. Could have cut across the board at a lesser level and gotten the same fiscal savings. However, they decided to cut non-severely handicapped more drastically.

3. Intent of the Legislature was to have severely handicapped affect only special day classes, but the way it is written it affects all IPS units.

4. In the instructions on J-50 forms are definitions for each of the three settings:

   (a) Special classes:

   A class enrolling at least 2/3 of pupils defined as severely handicapped.

   OR

   If less than 2/3 must be able to demonstrate that the severely handicapped pupils in that class result in the need for extensive additional support above that in non-severely handicapped special classes.

   (b) DIS:

   Caseload must consist of at least 2/3 severely handicapped as defined in the bill.

   (c) Resource specialist:

   Programmatically we do not believe that you could define a resource specialist program IPS unit as severely handicapped.

5. Special caution:

   (a) Legislative staff and control agencies will be looking very closely at the number of IPS units that are classified as severely handicapped throughout the state. The Department will be doing some projections to compare with at P-1. If comes in inordinately high, I'm sure the Legislature will take immediate action.

THE EFFECT OF SB 769 ON KEY AREAS

The major reduction in entitlements is from the following:

GROWTH RESTRICTIONS AND DISINCENTIVES

SUPPORT SERVICES REDUCTIONS

AIDE REDUCTIONS

EXTENDED SCHOOL YEAR REDUCTION

GROWTH RESTRICTIONS

Overall Growth

Limits growth of Instructional Personnel Units in an LPA to 50% of the difference between where it was in 1980/81 and where it could be at full funding (10% cap provisions).

Class Loading

Requires that if an LEA wants to grow (within the 50% requirement), you must operate IPS units at certain averages either in the LEA or across the plan.

Thus if you want to grow in special classes, prior semester average must be 9.

In resource specialist and DIS, prior semester average must be 22.

In addition to prior semester averages, you must have pupils above the average to fill new units - need 6 for special class, 16 for DIS and resource specialist.

Growth Disincentives

In order to discourage growth in DIS, any new DIS unit added after 1980/81 only receives 50% of newly calculated and squeezed support ratio.

SUPPORT SERVICES REDUCTION

Recalculation

1. All LEA's will need to recalculate their support ratios:

    (a) The bill requires that all LEAs limit their indirect cost at 4%.

    (b) It mandates that you deduct any regionalized service costs (including program specialists) that you incurred in 1979/80. (Clarifies that this deduction is for both Master Plan and non-Master Plan entities in 1979/80. Maximum deduction is $30.00.)

    (c) Requires that you deduct any tuition paid in 1979/80 that was not paid in 1980/81.

    (d) When these deductions are made, you will be allowed to also reduce your general fund contribution.

    (e) All this will require the statewide average to be recalculated.

Squeeze

1. These newly calculated support ratios will be subject to a squeeze.

    (a) This squeeze results in the most significant reductions of entitlements in the bill.

2. Severely Handicapped Instructional Personnel Service Units

    (a) If the support services ratio for the district or county is greater than 1.5 times the statewide average, it shall be reduced to 1.5 times the statewide average for 1981/82, and shall remain fixed in subsequent years.

    (b) If the support services ratio for the district or county is at or below 1.5 times the statewide average, it shall remain unchanged for 1981/82 and in subsequent years.

3. Non-severely Handicapped Instructional Personnel Service Units

(a) If the support services ratio for the district or county is greater than 1.5 times the statewide average, it shall be reduced to 1.5 times the statewide average in 1981/82, and in subsequent years shall be reduced by 0.1 until it reaches 1.15 times the statewide average.

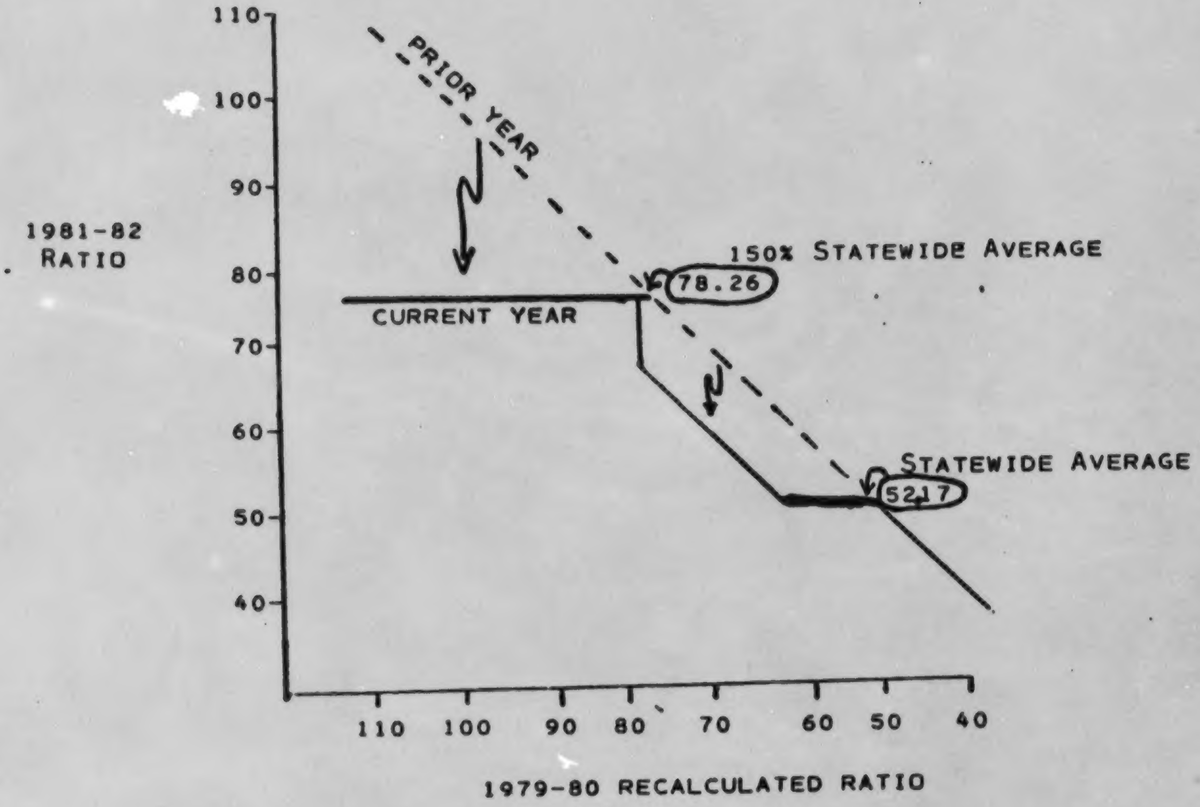
(b) If the support services ratio for the district or county is less than 1.5 times the statewide average, but greater than the average, the ratio shall be reduced by 0.1 in 1981/82 and in subsequent years until it reaches the statewide average.

(c) If the support services ratio for the district or county is less than the statewide average, it shall remain fixed for 1981/82 and for subsequent years.

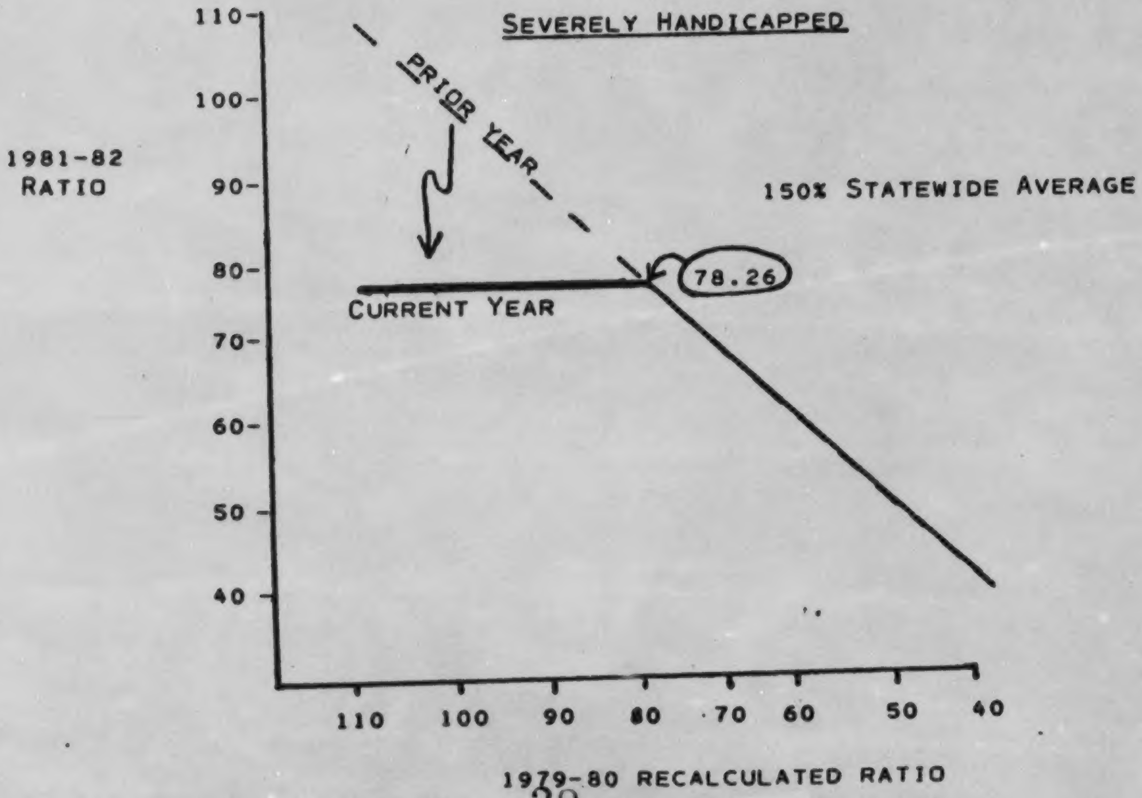
4. Any district or county office that did not have a support services ratio shall have an average ratio. (EC 56737 (b)(4))

SUPPORT SERVICE RATIO SQUEEZE

NON SEVERELY HANDICAPPED



SEVERELY HANDICAPPED



EXAMPLES OF SUPPORT SERVICE
RATIO SQUEEZE

Estimated Statewide Average	52.17%	
150% of Statewide Average	78.27%	
District A		
Prior Year Recalculated Ratio	85.32%	
1981-82 Ratios		
Severely Handicapped	78.26%	(7.06)
Non-Severely Handicapped	78.26%	(7.06)
District B		
Prior Year Recalculated Ratio	77.00%	
1981-82 Ratios		
Severely Handicapped	77.00%	
Non-Severely Handicapped	67.00%	(10.00)
District C		
Prior Year Recalculated Ratio	55.50%	
1981-82 Ratios		
Severely Handicapped	55.50%	
Non-Severely Handicapped	52.17%	(3.33)

AIDE REDUCTION

Severely Handicapped

1. No fiscal or program change.

Non-Severely Handicapped Including RSP

1. Fiscal change:
    - (a) District is entitled to a unit rate of 85% of prior year unit rate. Note: Prior year unit rate is based on 1979/80 full-time equivalency or six hours, whichever is greater.
    - (b) The effect is to reduce aide hours by 15% of the entitlement in SB 1870.
2. Program change:
    - (a) In 1980/81 all resource specialists were required to have an aide.
    - (b) Under SB 769 only 80% are required to have aides.

EXTENDED SCHOOL YEAR REDUCTIONS

Applies to extended year just completed, as well as in the future.

Severely Handicapped

1. No changes.

Non-Severely Handicapped

1. 85% of full-time equivalency of aide.
2. .6 or 60% of calculated unit rate.
3. 50% of new recalculated support ratio (after squeeze).

OTHER REDUCTIONS

Program Specialist and Regionalized Services

1. Changes mandate for program specialists from 1 per 560 handicapped individuals to 1 per 850. Reduces funding from SB 1870 entitlement from $63.00 per handicapped individual to $44.00.

   For regionalized services, reduces funding in LPA from $30.00 per handicapped individual to $25.00.

Prior Year Balances

1. Requires that when you compare the revenues you receive under SB 1870 and your 1980/81 expenditures, if revenues exceeded expenditures you must count this excess as income in 1981/82. (Currently this only applies to this one year.)

Inflation Factor Reduction

1. Reduces 6% inflation factor in AB 777 to 5%.

Transfer of Programs

If programs are transferred from districts to counties or districts to districts, State Superintendent must approve, and if there is an additional cost to state, district transferring program must reduce revenue limits accordingly.

Transfer of Transportation to County Office

State Superintendent must give approval - only may approve if less costly to the state or there is a reduction in total mileage.

OTHER AREAS OF INTEREST

Infant Program

1. Programs that operated in 1980/81 must continue. Additional DIS units are available if in 1981 you were at or above 10% caps or specific setting cap.

Nonpublic Schools

1. All new placements must be reviewed by local board.
2. Any placement that is 100% above special class cost must be reported to the Superintendent of Public Instruction.

New Placements of Individuals that Cost More than $20,000

1. Must be reported to State Superintendent for recommendations.

EFFECTIVE DATES OF SB 769

Entire Year

1. Recalculation of support ratios - including 4% cap on indirect charges.
2. Support ratio squeeze.
3. Growth limitations and class loading requirements.
4. New DIS units above 1980/81 levels only receive 50% of recalculated support ratio.
5. Use of 1980/81 ending balances as income for 1981/82.
6. Infant allocation of additional DIS units.
7. Program specialist and regionalized services funding costs.
8. Severely handicapped section.
9. Extended year provisions.
10. Change in resource specialist aide mandate.
11. 85% funding for non-severely handicapped and resource specialist aides.

January 1, 1982

1. Transfer of program or transportation.

2. Waiver of loading requirements for sparsely populated LPA.

3. Requirement to report to local board all new nonpublic school placements.

4. Requirement to report to the state all new placements exceeding a cost of $20,000.

5. Section on reporting those nonpublic school placements that exceed by 100% the cost of a special class placement in the LEA.

   (The section that requires future contracts for these pupils to not exceed the inflation rate for special education will not take effect until 1982/83.)

6. Specified protections for rights of certificated employees if local plan is reorganized.

Senate Bill No. 1345

CHAPTER 1201

An act to amend Sections 1981, 2551.3, 33590, 33592, 33595, 35000, 44903.7, 56155.5, 56156.5, 56161, 56162, 56169, 56170, 56200, 56221, 56320, 56321, 56322, 56329, 56341, 56343, 56345, 56362, 56363, 56365, 56368, 56380, 56504, 56505, 56507, 56712, 56713, 56736, 56737, 56760, 56828, 56851, 56852, 56853, 56854, 56856, 56859, and 56863 of, to amend and repeal Section 56857 of, to add Sections 56363.3, 56363.5, 56773.5, 56852.5, 56857.5, 56858.5, 56858.7, 56864, and 56865 to, to add Chapter 6 (commencing with Section 8900) to Part 6 and Article 2 (commencing with Section 56430) to Chapter 4.4 of Part 30 of, to add an article heading to Chapter 4.4 of Part 30 of, to add and repeal Article 3 (commencing with Section 56435) to Chapter 4.4 of Part 30 of, and to repeal and add Sections 56342, 56367, 56775, 56780, 56858, and 56860 of, the Education Code, to amend Section 1597.63 of the Health and Safety Code, to amend and supplement the Budget Act of 1982 (Ch. 326, Stats. 1982) by amending Item 6100-161-001, to amend Section 21.42 of the Budget Act of 1982 (Ch. 326, Stats. 1982), and to amend Section 16 of Chapter 209 of the Statutes of 1982, relating to public welfare, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor September 21, 1982. Filed with Secretary of State September 22, 1982.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1345, Sieroty. Public welfare: schools: county offices of education: special education: finance.

(1) Existing law requires the Superintendent of Public Instruction to adopt rules and regulations for the effective administration of pregnant minors programs operated by county superintendents of schools. County superintendents who operated pregnant minors programs in the 1979–80 fiscal year are required to continue to operate those programs in each fiscal year thereafter, except as specified.

This bill would also require the Superintendent of Public Instruction to adopt rules and regulations for the effective administration of pregnant minors programs operated by school districts. The bill would further require school districts which increased their revenue limit in the 1981–82 fiscal year for pregnant minors programs to continue to operate pregnant minors programs in subsequent fiscal years, except as specified.

This bill would also make technical, nonsubstantive changes.

(2) Existing law provides for the Advisory Commission on Special Education, with membership appointed by the Speaker of the Assembly, the Senate Rules Committee, the Governor, and the State

Board of Education, as specified. The commission members receive reimbursement for their actual and necessary expenses incurred in the performance of their duties.

This bill would require that on January 1, 1984, the appointing powers terminate the appointment of all public members of the commission appointed before that date, and make new appointments, as specified.

This bill would also authorize the members of the commission to be reimbursed for other expenses which are determined to be necessary to the function of the commission, if approved by the commission and its executive secretary.

(3) Existing law prohibits the name of an elementary school district from including the word "elementary."

This bill would delete that prohibition.

(4) Existing law requires that when a local plan for special education programs is developed certain entitlements regarding the seniority and classification rights of certificated employees apply when any employee is terminated, reassigned, transferred, or made an employee of another employer because of the reorganization of special education programs pursuant to Chapter 797 of the Statutes of 1980.

This bill would revise those provisions by, among other things, requiring that the total number of years served as a certificated employee with the former employer be credited, year for year, in the salary schedule of the new employer.

(5) Existing law establishes special education programs for individuals with exceptional needs and specifies the requirements of local plans for implementation of the programs by local educational agencies.

This bill would revise various provisions relating to special education programs, including the requirements of individualized education programs for individuals with exceptional needs, notification requirements, assessments of individuals with exceptional needs, and designated instruction and services specified in individualized education programs.

This bill would specify that, notwithstanding any other provision of law, local educational agencies are not required to provide related services in excess of those required pursuant to federal law or proposed regulations published in the Federal Register in August of 1982.

This bill would require that placement of individuals with exceptional needs in state special schools be made only as a result of recommendations from the individualized education program team, upon a finding that no appropriate placement is available in the local plan area.

This bill would establish among existing state advisory bodies on special education an Ad Hoc Committee on Early Intervention to guide, advise, and assist the Governor, the Legislature, the State

Board of Education, and state agencies concerned with providing services to handicapped infants, as specified. The bill would repeal this provision on January 1, 1984.

This bill would, before any action is taken with respect to the initial placement of a pupil, require that the pupil be assessed, when appropriate, in career and vocational abilities and interests as related to the suspected disability.

This bill would provide that the service area covered by the plan submitted to the superintendent shall be known as the special education local plan area.

The bill would require for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of a comparable chronological age, who are unable to successfully complete the regularly prescribed course of study as determined by the individualized education program team, academic instruction which includes an application to daily living skills and occupational awareness.

(6) Existing law provides for procedural due process protections in the education of individuals with exceptional needs, including administrative hearings at the state level which may be preceded by informal meetings, mediation conferences, or both. The law currently prohibits the use of certain attorney services by a public education agency during any part of a mediation conference or state level hearing, unless the agency, initiating the use of these services, pay the costs of attorney services, as specified, incurred by the parent of an individual with exceptional needs, or unless the parent of the individual with exceptional needs initiates the use of attorney services.

This bill would extend the provisions of existing law relative to the prohibition of the use of certain attorney services by a public educational agency, as specified, to the individualized education program meetings.

(7) Existing law prescribes various services-based formulas for determining state apportionments to school districts and county offices of education for special education programs.

This bill would revise the formulas by, among other things, increasing the amount excluded from the recomputed support services quotients for certain costs for regionalized services.

This bill would delete the limitation on state-funded instructional personnel service units for the 1982–83 fiscal year prescribed by Chapter 327 of the Statutes of 1982.

This bill would provide that the Superintendent of Public Instruction shall not assess certain fees to parents of severely handicapped children for child care and development programs if the child has been referred to the program by another agency or if the family is required to pay a fee through another component of the program.

(8) Existing law prohibits special educational programs already in operation in school districts from being transferred to the county

superintendent of schools or other districts, without the approval of the Superintendent of Public Instruction. Approvals may be made only if it is determined to be in the best interests of the education and welfare of the pupils. The superintendent is required to determine the additional costs to the state, if any, caused by the transfer and permanently reduce the district's revenue limit.

This bill would prohibit the transfer of special education programs already in operation from the county superintendent of schools to school districts. This bill would delete the authority of the Superintendent of Public Instruction to approve transfers in the best interests of the pupils and would, instead, prohibit transfers if it would result in an entitlement to increased state aid.

(9) Under existing law, the amount allocated for child development programs by the Budget Act of 1981 to school districts and other eligible agencies is based on their average daily enrollment for 1981–82 assigned reimbursement rate which is greater than the fiscal year 1981–82 standard reimbursement rate.

This bill would revise the rate to be based on the 1980–81 assigned reimbursement rate which is greater than the fiscal year 1980–81 standard reimbursement rate, as prescribed.

(10) Existing law establishes a pilot project of registration of family day care homes for children in certain counties administered by the State Department of Social Services.

This bill would prohibit local jurisdictions from imposing any license fee or tax for the privilege of operating a pilot project facility.

(11) Existing law authorizes the County Superintendent of Schools for Sacramento County to establish an independent data processing center, as specified.

This bill would authorize the County Superintendent of Schools for San Mateo County to establish an independent data processing center in a similar manner.

(12) This bill would incorporate changes in Sections 56320 and 56345 of the Education Code, proposed by AB 2652, to become effective on January 1, 1983; but only if both this bill and AB 2652 are both chaptered and become effective, and this bill is chaptered last.

(13) Article XIII B of the California Constitution and Sections 2231 and 2234 of the Revenue and Taxation Code require the state to reimburse local agencies and school districts for certain costs mandated by the state. Other provisions require the Department of Finance to review statutes disclaiming these costs and provide, in certain cases, for making claims to the State Board of Control for reimbursement.

However, this bill would provide that no appropriation is made and no reimbursement is required by this act for a specified reason.

(14) This bill would take effect immediately as an urgency statute.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Section 1981 of the Education Code is amended to read:

1981. The county board of education may enroll in community schools:

(a) Pupils who have been expelled from a school while attending either continuing classes, opportunity classes, or alternative classes.

(b) Pupils who have been referred to county community schools by a school district as a result of the recommendation by a school attendance review board.

(c) Pupils who are court wards or on probation from juvenile halls or camps who are not in attendance in any school and who are referred by any court.

SEC. 2. Section 2551.3 of the Education Code is amended to read:

2551.3. (a) For the 1979-80 fiscal year and each fiscal year thereafter, the Superintendent of Public Instruction shall make the following computations to determine the state aid to be allocated for pregnant minors programs operated by county superintendents of schools:

(1) The Superintendent of Public Instruction shall determine expenditures made by the county office for the 1979-80 fiscal year and shall divide such amount by the average daily attendance in such program for the 1979-80 fiscal year.

(2) For the 1980–81 fiscal year, the quotient computed pursuant to paragraph (1) shall be increased by 9 percent, and shall be cumulatively increased in each fiscal year thereafter by the average inflation allowance applied to unified school district revenue limits.

(3) The amount computed pursuant to paragraph (2) shall be multiplied by the average daily attendance in pregnant minors programs for the then current fiscal year.

(b) The product computed pursuant to paragraph (3) of subdivision (a) shall be added to the sum computed pursuant to subdivision (a) of Section 2558.

(c) County superintendents who did not operate pregnant minors programs in the 1979-80 fiscal year may apply to the Superintendent of Public Instruction for approval to operate such programs. The revenue limit adjustment for the program shall be the statewide average amount for the then current fiscal year as computed pursuant to subdivision (a) of former Section 42241.5.

(d) Funds received for average daily attendance in pregnant minors programs shall be expended on such programs.

SEC. 3. Chapter 6 (commencing with Section 8900) is added to Part 6 of the Education Code, to read:

CHAPTER 6. PREGNANT MINORS PROGRAMS

8900. The Superintendent of Public Instruction shall adopt rules and regulations for the effective administration of pregnant minors programs operated by school districts and county superintendents of schools for the purposes of Section 2551.3 and subdivision (d) of Section 42241.

8901. County superintendents who operated pregnant minors programs in the 1979–80 fiscal year shall continue to operate pregnant minors programs in the 1980–81 fiscal year and each fiscal year thereafter and school districts which increased their revenue limit in the 1981–82 fiscal year pursuant to subdivision (d) of Section 42241 shall continue to operate pregnant minors programs in subsequent fiscal years, unless the program is transferred to another local education agency, or unless the county superintendent or district superintendent demonstrates that programs and services for pregnant minors, such as continuation school, home instruction, or independent instruction, are available from other local education agencies in the county, pursuant to rules and regulations adopted by the Superintendent of Public Instruction.

SEC. 4. Section 33590 of the Education Code is amended to read:

33590. (a) There is in the state government the Advisory Commission on Special Education consisting of:

(1) A Member of the Assembly appointed by the Speaker of the Assembly.

(2) A Member of the Senate appointed by the Senate Committee on Rules.

(3) Three public members appointed by the Speaker of the Assembly, one of whom shall be a parent of a pupil in either a public or private school who has received or is currently receiving special education services due to a handicapping condition.

(4) Three public members appointed by the Senate Committee on Rules, one of whom shall be a parent of a pupil in either a public or private school who has received or is currently receiving special education services due to a handicapping condition.

(5) Four public members appointed by the Governor, one of whom shall be a parent of a pupil in either a public or private school who has received or is currently receiving special education services due to a handicapping condition.

(6) Five public members appointed by the State Board of Education, upon the recommendation of the Superintendent of Public Instruction or the members of the State Board of Education, one of whom shall be a parent of a pupil in either a public or private school who has received or is currently receiving special education services due to a handicapping condition.

(b) The commission membership shall be selected to ensure a representative group knowledgeable about the wide variety of handicapping conditions which require special programs in order to achieve the goal of providing an appropriate education to all eligible pupils.

(c) On January 1, 1984, the appointing powers listed in subdivision (a) shall terminate the appointment of the public members appointed before that date and shall make appointments pursuant to subdivisions (a), (b), and (d).

(d) The term of each public member shall be for four years. However, the members appointed on January 1, 1984, shall be appointed on the following basis:

(1) Of the public members appointed by the Speaker of the Assembly, two shall hold office for four years, one shall hold office for two years.

(2) Of the public members appointed by the Senate Committee on Rules, two shall hold office for four years, one shall hold office for two years.

(3) Of the public members appointed by the Governor, two shall hold office for four years, two shall hold office for two years.

(4) Of the public members appointed by the State Board of Education, three shall hold office for four years, two shall hold office for two years.

(e) In no event shall any public member serve more than two terms.

SEC. 5. Section 33592 of the Education Code is amended to read:

33592. The members of the commission shall serve without compensation, except they shall receive their actual and necessary expenses incurred in the performance of their duties and responsibilities, including traveling expenses.

Reimbursement of other expenses, which are determined to be necessary for the commission to function, but do not exceed the commission's budget, may be approved by the commission and the executive secretary to the commission.

SEC. 6. Section 33595 of the Education Code is amended to read:

33595. (a) The commission shall study and provide assistance and advice to the State Board of Education in new or continuing areas of research, program development, and evaluation in special education.

(b) The commission shall report to the State Board of Education not less than once a year on the following:

(1) Activities necessary to be undertaken regarding special education for individuals with exceptional needs which are enumerated in Section 56100.

(2) The priorities and procedures utilized in the distribution of federal and state funds.

(3) The unmet educational needs of individuals with exceptional needs within the state.

(4) Recommendations relating to providing better educational services to individuals with exceptional needs including, but not limited to, the development, review, and revision of the definition of "appropriate," as that term is used in the phrase "free appropriate public education," as used in Public Law 94-142.

(c) Commission recommendations or requests shall be transmitted by letter from the commission chairperson to the president of the State Board of Education. Each communication shall be placed on the agenda of the next forthcoming state board meeting in accordance with the announced annual state board agenda cutoff dates. Following the state board meeting, the commission shall be notified by the state board as to what action has been taken on each recommendation or request.

SEC. 6.5. Section 35000 of the Education Code is amended to read:

35000. The first governing board of any new school district shall, at the first meeting of the board or as soon as practicable thereafter, name the district.

The name of an elementary district shall be in the form of "______ District (using the name of the district), of ______ County" (using the name of the county in which the district is situated). The name of an elementary district shall not include a number.

The name of a unified school district shall be in the form of "______ (using the name of the district) Unified School District." A number shall not be used as a part of the designation of any unified school district.

Any union high school district or joint union high school district shall be so designated as part of its name.

SEC. 7. Section 44903.7 of the Education Code is amended to read:

44903.7. When a local plan for the education of individuals with exceptional needs is developed pursuant to Article 6 (commencing with Section 56170) of Chapter 2 of Part 30, the following provisions shall apply:

(a) Whenever any certificated employee, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes an employee of another employer because of the reorganization of special education programs pursuant to Chapter 797 of the Statutes of 1980, the employee shall be entitled to the following:

(1) The employee shall retain the seniority date of his or her employment with the district or county office from which he or she was terminated, reassigned, or transferred, in accordance with Section 44847. In the case of termination, permanent employees shall retain the rights specified in Section 44956 or, in the case of probationary employees, Sections 44957 and 44958, with the district or county office initiating the termination pursuant to Section 44955.

(2) The reassignment, transfer, or new employment caused by the reorganization of special education programs pursuant to Chapter 797 of the Statutes of 1980, shall not affect the seniority or classification of certificated employees already attained in any school district which undergoes such reorganization. These employees shall have the same status with respect to their seniority or classification, with the new employer, including time served as probationary employees. The total number of years served as a certificated

employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.

(b) All certificated employees providing service to individuals with exceptional needs shall be employed by a county office of education or an individual school district. Special education service regions or responsible local agencies resulting from local plans for the education of individuals with exceptional needs formulated in accordance with Part 30 shall not be considered employers of certificated personnel for purposes of this section.

(c) Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs, pursuant to Chapter 797 of the Statutes of 1980, that employee shall have priority, except as provided in subdivision (d), in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed. This priority shall expire 24 months after the date of reassignment or transfer, and may be waived by the employee during that time period.

(d) A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office pursuant to Section 44955, shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district which provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date of termination, the employee shall have the first priority right to reappointment as provided in this section, if the employee has not attained the age of 65 years before reappointment.

SEC. 8. Section 56155.5 of the Education Code is amended to read:

56155.5. (a) As used in this article, "licensed children's institution" means a residential facility which is licensed by the state, or other public agency which has delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. "Licensed children's institution" in addition, includes a large family home and a group home as defined by subdivision (a) of Section 80005 of Title 22 of the California Administrative Code.

(b) As used in this article, "foster family home" means a family residence which is licensed by the state, or other public agency which has delegated authority by contract with the state to license, to provide 24-hour nonmedical care and supervision for not more than six foster children, including, but not limited to, individuals with exceptional needs. "Foster family home," in addition, includes a small family home as defined by subdivision (a) of Section 80005 of Title 22 of the California Administrative Code.

SEC. 9. Section 56156.5 of the Education Code is amended to read:

56156.5. (a) Each district, special education services region, or county office shall be responsible for providing appropriate education to individuals with exceptional needs residing in licensed children's institutions and foster family homes located in the geographical area covered by the local plan.

(b) In multidistrict and district and county office local plan areas, local written agreements shall be developed, pursuant to subdivision (f) of Section 56220, to identify the public education entities that will provide the special education services.

(c) If there is no local agreement, special education services for individuals with exceptional needs residing in licensed children's institutions shall be the responsibility of the county office in the county in which the institution is located, if the county office is part of the special education local plan area, and special education services for individuals with exceptional needs residing in foster family homes shall be the responsibility of the district in which the foster family home is located. If a county office is not a part of the special education local plan area, special education services for individuals with exceptional needs residing in licensed children's institutions, pursuant to this subdivision, shall be the responsibility of the responsible local agency or other administrative entity of the special education local plan area. This program responsibility shall continue until the time local written agreements are developed pursuant to subdivision (f) of Section 56220.

SEC. 9.5. Section 56161 of the Education Code is amended to read:

56161. Individuals with exceptional needs served under this article shall not be subject to the service proportions prescribed by Article 7 (commencing with Section 56760) of Chapter 7 and the deficit provisions prescribed by Article 10 (commencing with Section 56790) of Chapter 7. However, those pupils and appropriate instructional personnel units required to provide educational services to those pupils, shall be included in the computations prescribed in Section 56728.5.

SEC. 10. Section 56162 of the Education Code is amended to read:

56162. Individuals with exceptional needs placed in a licensed children's institution or foster family home by a court, regional center for the developmentally disabled, or public agency, other than an educational agency, prior to the effective date of this article, shall be considered residents of the geographical area of the local plan in which the licensed children's institution or foster family home is located, for special education and related services pursuant to the provisions of this article.

SEC. 11. Section 56169 of the Education Code is amended to read:

56169. (a) The superintendent shall apportion funds pursuant to Chapter 7 (commencing with Section 56700) to the district or county operating programs under this article. Classes operated pursuant to this article shall not be subject to the deficit provisions prescribed by Article 10 (commencing with Section 56790) of Chapter 7.

(b) Except where the hospital or medical facility also operates a nonsectarian, nonpublic school, the revenue limit of the district in which the hospital or medical facility is located shall be used for computational purposes.

SEC. 12. Section 56170 of the Education Code is amended to read:

56170. The governing board of a school district shall elect to do one of the following:

(a) If of sufficient size and scope, under standards adopted by the board, submit to the superintendent, in accordance with Section 56200, a local plan for the education of all individuals with exceptional needs residing in the district.

(b) In conjunction with one or more districts submit to the superintendent, in accordance with Section 56200, a local plan for the education of individuals with exceptional needs residing in such districts. Such plan shall, through joint powers agreements or other contractual agreements, include all the following:

(1) Provision of a governance structure and any necessary administrative support to implement the plan.

(2) Establishment of a system for determining the responsibility of participating agencies for the education of each individual with exceptional needs residing within the special education services region.

(3) Designation of a responsible local agency or alternative administrative entity to perform such functions as the receipt and distribution of regionalized services funds, provision of administrative support, and coordination of the implementation of the plan. Any participating agency may perform any of the services required by the plan.

(c) Join with the county office, to submit to the superintendent a plan in accordance with Section 56200 to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by the plan. The county office shall coordinate the implementation of such plan, unless otherwise specified in the plan. Such plan shall, through contractual agreements, include all of the following:

(1) Establishment of a system for determining the responsibility of participating agencies for the education of each individual with exceptional needs residing within the geographical area served by the plan.

(2) Designation of the county office, of a responsible local agency, or of any other administrative entity to perform such functions as the receipt and distribution of regionalized services funds, provision of

administrative support, and coordination of the implementation of the plan. Any participating agency may perform any of these services required by the plan.

(d) The service area covered by the local plan developed under subdivision (a), (b), or (c) shall be known as the special education local plan area.

SEC. 13. Section 56200 of the Education Code is amended to read:

56200. Each local plan submitted to the superintendent under this part shall contain all the following:

(a) Compliance assurances, including general compliance with Public Law 94-142, Section 504 of Public Law 93-112, and the provisions of this part.

(b) Description of services to be provided by each district and county office. Such description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

(c) (1) Description of the governance and administration of the plan.

(2) Multidistrict plans, submitted pursuant to subdivision (b) or (c) of Section 56170, shall specify the responsibilities of each participating county office and district governing board in the policymaking process, the responsibilities of the superintendents of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the local plan.

(d) Copies of joint powers agreements or contractual agreements, as appropriate, for districts and counties that elect to enter into such agreements pursuant to subdivision (b) or (c) of Section 56170.

(e) An annual budget plan to allocate instructional personnel service units, support services, and transportation services directly to entities operating such services and to allocate regionalized services funds to the county office, responsible local agency, or other alternative administrative structure. The annual budget plan shall be adopted at a public hearing held by the district, special education services region, or county office, as appropriate. Notice of this hearing shall be posted in each school in the services region at least 15 days prior to the hearing. The annual budget plan may be revised during the fiscal year, and such revisions may be submitted to the superintendent as amendments to the allocations set forth in the plan. However, such revisions shall, prior to submission to the superintendent, be approved according to the policymaking process, established pursuant to paragraph (2) of subdivision (c).

(f) Verification that the plan has been reviewed by the community advisory committee and that the committee had at least 30 days to conduct such review prior to submission of the plan to the superintendent.

(g) Description of the identification, referral, assessment, instructional planning, implementation, and review in compliance with Chapter 4 (commencing with Section 56300).

(h) A description of the process being utilized to meet the requirements of Section 56303. This subdivision applies only to plans which are submitted in the 1983–84 fiscal year.

SEC. 14. Section 56221 of the Education Code is amended to read:

56221. (a) Each entity providing special education under this part shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to subdivision (b) or (c) of Section 56170, or Section 56220. The policies need not be submitted to the superintendent.

(b) Such policies shall include, but not be limited to, all of the following:

(1) Nonpublic, nonsectarian services, including those provided pursuant to Sections 56365 and 56366.

(2) Review, at a regular education or special education teacher's request, of the assignment of an individual with exceptional needs to his or her class and a mandatory meeting of the individualized education program team if the review indicates a change in the pupil's placement, instruction, related services, or any combination thereof. The procedures shall indicate which personnel are responsible for such reviews and a timetable for completion of the review.

(3) Procedural safeguards pursuant to Chapter 5 (commencing with Section 56500).

(4) Resource specialists pursuant to Section 56362.

(5) Transportation, where appropriate, which describes how special education transportation is coordinated with regular home-to-school transportation. The policy shall set forth criteria for meeting the transportation needs of special education pupils.

(c) The policies may include, but are not limited to, provisions for involvement of district and county governing board members in any due process hearing procedure activities conducted pursuant to, and consistent with, state and federal law.

SEC. 15. Section 56320 of the Education Code is amended to read:

56320. Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil's educational needs shall be conducted in accordance with requirements including, but not limited to, all the following:

(a) Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.

(b) Tests and other assessment materials meet all the following requirements:

(1) Are provided and administered in the pupil's primary language or other mode of communication, unless the assessment

plan indicates reasons why such provision and administration are not clearly feasible.

(2) Have been validated for the specific purpose for which they are used.

(3) Are administered by trained personnel in conformance with the instructions provided by the producer of such tests and other assessment materials.

(c) Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

(d) Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

(e) No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs.

(f) The pupil is assessed in all areas related to the suspected disability including, where appropriate, health and development, vision, hearing, motor abilities, language function, general ability, academic performance, career and vocational abilities and interests, and social and emotional status. A developmental history is obtained, when appropriate.

SEC. 15.5. Section 56320 of the Education Code is amended to read:

56320. Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil's educational needs shall be conducted, by qualified persons, in accordance with requirements including, but not limited to, all the following:

(a) Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.

(b) Tests and other assessment materials meet all the following requirements:

(1) Are provided and administered in the pupil's primary language or other mode of communication, unless the assessment plan indicates reasons why such provision and administration are not clearly feasible.

(2) Have been validated for the specific purpose for which they are used.

(3) Are administered by trained personnel in conformance with the instructions provided by the producer of such tests and other assessment materials, except that individually administered tests of

intellectual or emotional functioning shall be administered by a psychometrist or credentialed school psychologist where available. It is not the intent of the Legislature to require that new personnel be hired for this purpose.

(c) Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

(d) Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

(e) No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs.

(f) The pupil is assessed in all areas related to the suspected disability including, where appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general ability, academic performance, self-help, orientation and mobility skills, communication skills, career and vocational abilities and interests, and social and emotional status. A developmental history is obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Section 56136.

(g) The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with guidelines established pursuant to Section 56136.

SEC. 16. Section 56321 of the Education Code is amended to read:

56321. (a) Whenever an assessment for the development or revision of the individualized education program is to be conducted, the parent of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment. A copy of the notice of parent rights shall be attached to the assessment plan.

(b) The proposed assessment plan given to parents shall meet all the following requirements:

(1) Be in language easily understood by the general public.

(2) Be provided in the primary language of the parent or other mode of communication used by the parent, unless to do so is clearly not feasible.

(3) Explain the types of assessments to be conducted.

(4) State that no individualized education program will result from the assessment without the consent of the parent.

(c) No assessment shall be conducted unless the written consent of the parent is obtained prior to the assessment except pursuant to subdivision (e) of Section 56506. The parent shall have at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of such consent.

SEC. 17. Section 56322 of the Education Code is amended to read:

56322. The assessment shall be conducted by persons competent to perform the assessment, as determined by the school district, county office, or special education services region.

SEC. 18. Section 56329 of the Education Code is amended to read:

56329. The parent of the pupil shall be provided with written notice that he or she may obtain, upon request, a copy of the findings of the assessment or assessments conducted pursuant to Section 56321. This notice may be provided as part of the assessment plan given to parents pursuant to Section 56321. The notice shall include all the following:

(a) An individualized education program team conference, including the parent and his or her representatives, shall be scheduled, pursuant to Section 56341, to discuss the assessment, the educational recommendations, and the reasons for these recommendations.

(b) A parent has the right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists, as defined by regulations of the board, if the parent disagrees with an assessment obtained by the public education agency.

However, the public education agency may initiate a due process hearing pursuant to Chapter 5 (commencing with Section 56500) to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent still has the right for an independent educational assessment, but not at public expense.

If the parent obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the public education agency with respect to the provision of free, appropriate public education to the child, and may be presented as evidence at a due process hearing pursuant to Chapter 5 (commencing with Section 56500) regarding such child.

SEC. 19. Section 56341 of the Education Code is amended to read:

56341. (a) Each meeting to develop, review, or revise the individualized education program of an individual with exceptional needs, shall be conducted by an individualized education program team.

(b) The individualized education program team shall include all of the following:

(1) A representative other than the pupil's teacher designated by administration who may be an administrator, program specialist, or other specialist who is knowledgeable of program options appropriate for the pupil and who is qualified to provide, or

supervise the provision of, special education.

(2) The pupil's present teacher. If the pupil does not presently have a teacher, this representative shall be the teacher with the most recent and complete knowledge of the pupil who has also observed the pupil's educational performance in an appropriate setting. If no such teacher is available, this representative shall be a regular classroom teacher referring the pupil, or a special education teacher qualified to teach a pupil of his or her age.

(3) One or both of the pupil's parents, a representative selected by the parent, or both, pursuant to Public Law 94-142.

(c) When appropriate, the team shall also include:

(1) The individual with exceptional needs.

(2) Other individuals, at the discretion of the parent, district, special education services region, or county office who possess expertise or knowledge necessary for the development of the individualized education program.

(d) If the team is developing, reviewing, or revising the individualized education program of an individual with exceptional needs who has been assessed for the purpose of that individualized education program, the district, special education services region, or county office, shall ensure that a person is present at the meeting who has conducted an assessment of the pupil or who is knowledgeable about the assessment procedures used to assess the pupil and is familiar with the results of the assessment. Such person shall be qualified to interpret the results if the results or recommendations, based on such assessment, are significant to the development of the pupil's individualized education program and subsequent placement.

(e) For pupils with suspected learning disabilities, at least one member of the individualized education program team, other than the pupil's regular teacher, shall be a person who has observed the pupil's educational performance in an appropriate setting. If the child is younger than four years and nine months or is not enrolled in a school, a team member shall observe the child in an environment appropriate for a child of that age.

(f) The parent shall have the right to present information to the individualized education program team in person or through a representative and the right to participate in meetings relating to eligibility for special education and related services, recommendations, and program planning.

(g) It is the intent of the Legislature that the individualized education program team meetings be nonadversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs. However, if the public education agency uses an attorney during any part of the individualized education program meeting, that use shall be governed by the provisions of Section 56507.

SEC. 20. Section 56342 of the Education Code is repealed.

SEC. 21. Section 56342 is added to the Education Code, to read:

56342. The individualized education program team shall review the assessment results, determine eligibility, determine the content of the individualized education program, consider local transportation policies and criteria developed pursuant to paragraph (5) of subdivision (b) of Section 56221, and make program placement recommendations.

Prior to recommending a new placement in a nonpublic, nonsectarian school, the individualized education program team shall submit the proposed recommendation to the local governing board of the district, special education services region, or county office for its review and recommendation regarding the cost of such placement.

The local governing board shall complete its review and make its recommendations, if any, at the next regular meeting of the board. A parent or representative shall have the right to appear before the board and submit written and oral evidence regarding the need for nonpublic school placement for his or her child. Any recommendations of the board shall be considered at an individualized education program team meeting, to be held within five days of the board's review.

Notwithstanding Section 56344, the time limit for the development of an individualized education program shall be waived for a period not to exceed 15 additional days to permit the local governing board to meet its review and recommendation requirements.

SEC. 22. Section 56343 of the Education Code is amended to read:

56343. An individualized education program team shall meet whenever any of the following occur:

(a) A pupil has received a formal assessment.

(b) The pupil demonstrates a lack of anticipated progress.

(c) The parent or teacher requests a meeting to develop, review, or revise the individualized education program; provided that such a request by a parent shall not be granted more than twice in any one semester.

(d) At least annually, to review the pupil's progress, the individualized education program, and the appropriateness of placement, and to make any necessary revisions. The individualized education program team conducting the annual review shall consist of those persons specified in subdivision (b) of Section 56341. Other individuals may participate in the annual review if they possess expertise or knowledge essential for the review.

SEC. 23. Section 56345 of the Education Code is amended to read:

56345. (a) The individualized education program is a written statement determined in a meeting of the individualized education program team and shall include, but not be limited to, all of the following:

(1) The present levels of the pupil's educational performance.

(2) The annual goals, including short-term instructional

objectives.

(3) The specific special educational instruction and related services required by the pupil.

(4) The extent to which the pupil will be able to participate in regular educational programs.

(5) The projected date for initiation and the anticipated duration of such programs and services.

(6) Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

(b) When appropriate, the individualized education program shall also include, but not be limited to, all of the following:

(1) For pupils in kindergarten and grades 1 to 6, inclusive, or pupils of a comparable chronological age, who are unable to successfully complete the regularly prescribed course of study as determined by the individualized education program team, academic instruction which includes an application to daily living skills and occupational awareness.

(2) For secondary grade level pupils, specially designed vocational education and career development, with an emphasis on vocational training and preparation for remunerative employment, additional vocational training, or additional career development opportunities, as appropriate.

(3) For secondary grade level pupils, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, in accordance with Section 51225.

(4) For individuals whose primary language is other than English, linguistically appropriate goals, objectives, programs and services.

(5) Extended school year services when needed, as determined by the individualized education program team.

(6) Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the schoolday.

(c) It is the intent of the Legislature in requiring individualized education programs that the district, special education services region, or county office is responsible for providing the services delineated in the individualized education program. However, the Legislature recognizes that some pupils may not meet or exceed the growth projected in the annual goals and objectives of the pupil's individualized education program.

(d) Pursuant to subdivision (d) of Section 51215, a pupil's individualized education program shall also include the determination of the individualized education program team as to whether differential proficiency standards shall be developed for the pupil. If differential proficiency standards are to be developed, the individualized education program shall include these standards.

SEC. 23.5. Section 56345 of the Education Code is amended to read:

56345. (a) The individualized education program is a written statement determined in a meeting of the individualized education program team and shall include, but not be limited to, all of the following:

(1) The present levels of the pupil's educational performance.

(2) The annual goals, including short-term instructional objectives.

(3) The specific special educational instruction and related services required by the pupil.

(4) The extent to which the pupil will be able to participate in regular educational programs.

(5) The projected date for initiation and the anticipated duration of such programs and services.

(6) Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

(b) When appropriate, the individualized education program shall also include, but not be limited to, all of the following:

(1) Prevocational career education for pupils in kindergarten and grades one to six, inclusive, or pupils of comparable chronological age.

(2) Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades seven to 12, inclusive, or comparable chronological age, who require differential proficiency standards pursuant to Section 51215.

(3) For pupils in grades seven to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation in accordance with Section 51215.

(4) For individuals whose primary language is other than English, linguistically appropriate goals, objectives, programs and services.

(5) Extended school year services when needed, as determined by the individualized education program team.

(6) Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the schoolday.

(7) For pupils with low-incidence disabilities, specialized services, materials, and equipment, consistent with guidelines established pursuant to Section 56136.

(c) It is the intent of the Legislature in requiring individualized education programs that the district, special education services region, or county office is responsible for providing the services delineated in the individualized education program. However, the

Legislature recognizes that some pupils may not meet or exceed the growth projected in the annual goals and objectives of the pupil's individualized education program.

(d) Pursuant to subdivision (d) of Section 51215, a pupil's individualized education program shall also include the determination of the individualized education program team as to whether differential proficiency standards shall be developed for the pupil. If differential proficiency standards are to be developed, the individualized education program shall include these standards.

SEC. 24. Section 56362 of the Education Code is amended to read:

56362. (a) The resource specialist program shall provide, but not be limited to, all of the following:

(1) Provision for a resource specialist or specialists who shall provide instruction and services for those pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for a majority of a schoolday.

(2) Provision of information and assistance to individuals with exceptional needs and their parents.

(3) Provision of consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.

(4) Coordination of special education services with the regular school programs for each individual with exceptional needs enrolled in the resource specialist program.

(5) Monitoring of pupil progress on a regular basis, participation in the review and revision of individualized education programs, as appropriate, and referral of pupils who do not demonstrate appropriate progress to the individualized education program team.

(6) Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

(b) The resource specialist program shall be under the direction of a resource specialist who is a credentialed special education teacher, or who has a clinical services credential with a special class authorization, who has had three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission for Teacher Preparation and Licensing, and who has demonstrated the competencies for a resource specialist, as established by the Commission for Teacher Preparation and Licensing.

(c) Caseloads for resource specialists shall be stated in the local policies developed pursuant to Section 56221 and in accordance with regulations established by the board. No resource specialist shall have a caseload which exceeds 28 pupils.

(d) Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

(e) Resource specialists shall not enroll a pupil for a majority of a schoolday without prior approval by the superintendent.

(f) At least eighty percent of the resource specialists within a local plan shall be provided with an instructional aide.

SEC. 25. Section 56363 of the Education Code is amended to read:

56363. (a) Designated instruction and services as specified in the individualized education program shall be available when the instruction and services are necessary for the pupil to benefit educationally from his or her instructional program. The instruction and services shall be provided by the regular class teacher, the special class teacher, or the resource specialist if the teacher or specialist is competent to provide such instruction and services and if the provision of such instruction and services by the teacher or specialist is feasible. If not, the appropriate designated instruction and services specialist shall provide such instruction and services. Designated instruction and services shall meet standards adopted by the board.

(b) Notwithstanding any other provision of law, districts, county offices, and special education local plan areas shall not be required to provide related services in excess of those required pursuant to federal law or proposed regulations published in the Federal Register in August of 1982.

SEC. 26. Section 56363.3 is added to the Education Code, to read:

56363.3. The average caseload for language, speech, and hearing specialists in districts, county offices, or special education service regions shall not exceed 55 cases, unless the local comprehensive plan specifies a higher average caseload and the reasons for the greater average caseload.

SEC. 27. Section 56363.5 is added to the Education Code, to read:

56363.5. School districts, county offices of education, and special education service regions may seek, either directly or through the pupil's parents, reimbursement from insurance companies to cover the costs of related services to the extent permitted by federal law or regulation.

SEC. 28. Section 56365 of the Education Code is amended to read:

56365. (a) Nonpublic, nonsectarian school services, including services by nonpublic, nonsectarian agencies shall be available. Such services shall be provided under contract with the district, special education services region, or county office to provide the appropriate special educational facilities or services required by the individual with exceptional needs when no appropriate public education program is available.

(b) Pupils enrolled in nonpublic, nonsectarian schools under this section shall be deemed to be enrolled in public schools for all purposes of Chapter 4 (commencing with Section 41600) of Part 24 and Section 42238. The district, special education services region, or county office shall be eligible to receive allowances under Chapter 7 (commencing with Section 56700) for services that are provided to individuals with exceptional needs pursuant to the contract.

(c) The district, special education services region, or county office shall pay to the nonpublic, nonsectarian school the full amount of the tuition for individuals with exceptional needs that are enrolled in programs provided by the nonpublic, nonsectarian school pursuant to such contract.

(d) Before contracting with a nonpublic, nonsectarian school outside of the State of California, every effort shall be made by the district, special education services region, or county office to utilize public schools, or to locate an appropriate nonpublic, nonsectarian school program within the state.

SEC. 29. Section 56367 of the Education Code is repealed.

SEC. 30. Section 56367 is added to the Education Code, to read:

56367. (a) Placements in state special schools pursuant to Sections 59020, 59120, and 59220 shall be made only as a result of recommendations from the individualized education program team, upon a finding that no appropriate placement is available in the local plan area.

(b) Notwithstanding the provisions of subdivision (a), referrals for further assessment and recommendations to the California Schools for the Deaf and Blind or the Diagnostic Schools for Neurologically Handicapped Children, pursuant to Section 56326, shall not constitute placements in state special schools.

SEC. 31. Section 56368 of the Education Code is amended to read:

56368. (a) A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized indepth knowledge in preschool handicapped, career vocational development, or one or more areas of major handicapping conditions.

(b) A program specialist may do all the following:

(1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.

(2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.

(3) Participate in each school's staff development, program development, and innovation of special methods and approaches.

(4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.

(5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

(c) For purposes of Section 41403, a program specialist shall be considered a pupil services employee, as defined in subdivision (c) of Section 41401.

SEC. 32. Section 56380 of the Education Code is amended to read:

56380. (a) The district, special education services region, or county office shall maintain procedures for conducting, on at least an annual basis, reviews of all individualized education programs. The procedures shall provide for the review of the pupil's progress and the appropriateness of placement, and the making of any necessary revisions.

(b) The district, special education services region, or county office shall notify, in writing, parents of their right to request a review by the individualized education program team. The notice may be part of the individualized education program.

(c) Each individualized education program review shall be conducted in accordance with the notice and scheduling requirements for the initial assessment.

(d) When the individualized education program team finds that a pupil placed in a resource specialist program for more than one year has failed to show expected progress, the pupil shall receive a health and psychological evaluation as early as possible in the second year. The findings of the evaluation shall be interpreted for and considered by the individualized education program team in making their recommendations for the pupil.

SEC. 33. An article heading is added to Chapter 4.4 of Part 30 of the Education Code, immediately preceding Section 56425, to read:

Article 1. General Provisions

SEC. 34. Article 2 (commencing with Section 56430) is added to Chapter 4.4 of Part 30 of the Education Code, to read:

Article 2. Legislative Intent

56430. The Legislature hereby finds and declares that early intervention programs for handicapped infants, which provide educational, health, and social services with active parent involvement, can significantly reduce the potential impact of many handicapping conditions, and positively influence later development when the child reaches school age.

It is the intent of the Legislature that existing services rendered by state agencies serving handicapped infants be coordinated and maximized.

SEC. 35. Article 3 (commencing with Section 56435) is added to Chapter 4.4 of Part 30 of the Education Code, to read:

Article 3. Ad Hoc Committee on Early Intervention

56435. (a) There shall be established among existing state advisory bodies an Ad Hoc Committee on Early Intervention to guide, advise, and assist the Governor, the Legislature, the State Board of Education, and state agencies concerned with providing services to handicapped infants. The ad hoc committee shall consist of the following members as selected by the designated body:

(1) Two members of the State Advisory Commission on Special Education, one of whom shall be a parent of a pupil who has received or is currently receiving special education services due to a handicapping condition.

(2) Two members of the State Maternal, Child, and Adolescent Health Board, one of whom shall be a parent of a child eligible for health services administered by the State Department of Health Services.

(3) Two members of the State Council on Developmental Disabilities, Infant Subcommittee, one of whom shall be a parent of a child who is developmentally disabled.

(4) One member of the Governor's Advisory Committee on Child Care and Development.

(5) One member of the Advisory Committee of the State Implementation Grant for Handicapped Children's Early Education programs.

(b) The ad hoc committee may invite parents, departmental personnel and others to participate as needed.

(c) The first meeting of the ad hoc committee shall be called by the members of the State Advisory Commission on Special Education no later than November 15, 1982. The ad hoc committee chair shall be selected by members of the committee.

56436. The ad hoc committee shall submit a report to the Governor, the Legislature, the State Board of Education, and appropriate state agencies, by December 1, 1983, which shall include, but not be limited to, the following:

(a) The identification of barriers to full services to all handicapped infants.

(b) Recommendations of procedures for coordinating existing services to ensure the most effective use of funds and personnel.

(c) Recommendations for legislative action.

(d) Recommendations for possible future funding sources for programs serving handicapped infants.

56437. This article shall remain in effect only until January 1, 1984, and as of that date is repealed, unless a later enacted statute, which is chaptered on or before January 1, 1984, deletes or extends that date.

SEC. 36. Section 56504 of the Education Code is amended to read:

56504. The parent shall have the right and opportunity to examine all school records of the child and to receive copies pursuant to this section and to Section 49065 within five days after such request is made by the parent, either orally or in writing. A public educational agency may charge no more than the actual cost of reproducing such records, but if this cost effectively prevents the parent from exercising the right to receive such copy or copies the copy or copies shall be reproduced at no cost.

SEC. 37. Section 56505 of the Education Code is amended to read:

56505. (a) The state hearing shall be conducted in accordance with regulations adopted by the board. The hearing shall be conducted by a person knowledgeable in administrative hearings under contract with the department.

(b) The hearing shall be held at a time and place reasonably convenient to the parent and the pupil.

(c) The hearing shall be conducted by a person knowledgeable in the laws governing special education and administrative hearings under contract with the department.

(d) During the pendency of the hearing proceedings, including the actual state-level hearing, the pupil shall remain in his or her present placement unless the public agency and the parent agree otherwise.

(e) Any party to the hearing held pursuant to this section shall be afforded the following rights consistent with state and federal statutes and regulations:

(1) The right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of handicapped children.

(2) The right to present evidence, written arguments, and oral arguments.

(3) The right to confront, cross-examine, and compel the attendance of witnesses.

(4) The right to a written or electronic verbatim record of the hearing.

(5) The right to written findings of fact and the decision.

(6) The right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the party at least five days before the hearing.

(f) The use of an attorney as a representative of the public education agency during any part of the hearing shall be governed by Section 56507.

(g) The hearing conducted pursuant to this section shall be completed and a written, reasoned decision mailed to all parties to the hearing within 45 days from the receipt by the superintendent of the request for a hearing. Either party to the hearing may request the superintendent or his or her designee to grant a continuance. The continuance shall be granted upon a showing of good cause. Any continuance shall extend the time for rendering a final administrative decision for a period only equal to the length of the continuance.

(h) The hearing conducted pursuant to this section shall be the final administrative determination and binding on all parties.

(i) In decisions relating to the placement of individuals with exceptional needs, the person conducting the state hearing shall consider cost, in addition to all other factors that are considered.

(j) Nothing in this chapter shall preclude a party from exercising the right to appeal the decision to a court of competent jurisdiction.

Any appeal to court by a public education agency or parent shall not operate as an automatic stay of enforcement of the final administrative determination. However, nothing in this section shall be construed to preclude either party to the hearing from seeking a stay of enforcement from any court of competent jurisdiction, and nothing in this section shall be construed to remove the requirement for parental consent for placement pursuant to subdivision (f) of Section 56506.

SEC. 37.5. Section 56507 of the Education Code is amended to read:

56507. (a) Except as provided in subdivisions (b) and (c), the public education agency shall not use the services of an attorney for actual presentation of written argument, oral argument, evidence, or any combination thereof, during any part of a mediation conference, individualized education program meeting, or state hearing.

(b) The public education agency may initiate the use of the services of an attorney for actual presentation of written argument, oral argument, evidence, or any combination thereof, during a mediation conference, individualized education program meeting, or state hearing, provided that all the following requirements are satisfied:

(1) The public education agency notifies the parent, in writing, of the use of such services at least three days prior to the mediation conference or individualized education program meeting, or at least 10 days prior to the state hearing, as appropriate.

(2) The public education agency provides for a listing of attorneys knowledgeable in mediation conferences, individualized education program meetings, and state hearings to be provided to the parent.

(3) The public education agency bears only those costs of the services of any attorney provided to the parent for which the parent is required to pay. However, in no case shall such costs to the agency be greater than the cost to the agency for its own attorney services, including the cost of preparation and advice.

(c) (1) The public education agency may use the services of an attorney for actual presentation of written argument, oral argument, evidence, or any combination thereof, during a mediation conference, individualized education program meeting, or state hearing, if the parent initiates the use of the services of an attorney. The parent shall notify the public education agency, in writing, of the use of such services at least three days prior to the mediation conference or individualized education program meeting or at least 10 days prior to the state hearing, as appropriate.

(2) If the parent uses the services of an attorney pursuant to paragraph (1), the parent shall bear his or her costs.

If the public education agency uses the services of an attorney pursuant to paragraph (1), it shall bear its costs.

(d) Nothing in this section shall be construed to limit the use of attorney services by a public education agency other than for actual presentation of written argument, oral argument, evidence, or any combination thereof during any part of the mediation conference, individualized education program meeting, or state hearing.

SEC. 38. Section 56712 of the Education Code is amended to read:

56712. From the sum computed pursuant to Section 56711, the county superintendent shall subtract all the following:

(a) Applicable special education federal funds received by each district or county office.

(b) For the 1981–82 fiscal year only, an amount equal to the difference, if positive, between the sum of state aid received pursuant to this chapter, local general fund contribution, federal funds, and district revenue limits for special day classes and centers, and county taxes for special education for the prior fiscal year, and the amount actually spent on special education programs and services pursuant to this part, for the prior fiscal year.

(c) The property taxes allocated to special education programs pursuant to Section 2572.

(d) The district revenue limit amounts for pupils in special day classes and centers in each district or county office.

(e) The local general fund contribution for special education computed pursuant to Article 6 (commencing with Section 56750).

(f) Any amounts allocated to school districts for special education programs pursuant to subdivision (b) of Section 56713.

SEC. 39. Section 56713 of the Education Code is amended to read:

56713. (a) The amount computed pursuant to Section 56712 shall be apportioned as state aid. Commencing with the 1980–81 fiscal year and each fiscal year thereafter, state aid shall be apportioned as part of the apportionments prescribed by Sections 41330, 41332, and 41335.

(b) Commencing in the 1982–83 fiscal year and for each fiscal year thereafter if, for any county office, the remainder computed pursuant to Section 56712 is a negative amount, no state aid shall be distributed to that county office for purposes of Section 56711. In addition, the county superintendent shall allocate an amount equal to that negative amount to school districts in that county on the basis of the district's average unduplicated pupil counts for the fall and spring semesters for the then current fiscal year.

SEC. 40. Section 56736 of the Education Code is amended to read:

56736. It is the intent of the Legislature that the adjusted operating costs for special education as computed pursuant to Section 56732 exclude all costs associated with the services enumerated in subdivision (c) of Section 56220 regardless of whether the district or county office operated under the Master Plan for Special Education during the 1979–80 fiscal year and regardless of whether the district or county office received special funding for these services. The Superintendent of Public Instruction shall:

(a) Identify the costs associated with the services enumerated in subdivision (c) of Section 56220 for all districts and county offices during the 1979–80 fiscal year.

(b) Recompute the support services quotients for districts and county offices, excluding the costs identified in subdivision (a) from the computation, not to exceed ninety-three dollars ($93) per unduplicated pupil count.

SEC. 41. Section 56737 of the Education Code is amended to read:

56737. For the 1981–82 fiscal year and for each fiscal year thereafter, the Superintendent of Public Instruction shall:

(a) Compute the statewide unweighted average of the support services quotients computed pursuant to Section 56736, for the 1980–81 fiscal year.

(b) Compute a support services quotient for each district and county office claiming reimbursement pursuant to this chapter for the then current fiscal year for instructional personnel services units, other than for the severely handicapped, as defined in Section 56030.5, in the following manner:

(1) If the support services quotient for the prior fiscal year is greater than 1.5 times the average quotient computed pursuant to subdivision (a), then the quotient for the current fiscal year shall be 1.5 times the average quotient computed pursuant to subdivision (a).

(2) If the support services quotient for the prior fiscal year is less than or equal to 1.5 times the average quotient computed pursuant to subdivision (a) but greater than the average quotient computed pursuant to subdivision (a), then the quotient for the then current fiscal year shall be the greater of (A) or (B):

(A) The average computed pursuant to subdivision (a).

(B) The support services quotient for the prior fiscal year minus 0.1.

(3) If the support services quotient for the prior fiscal year is less than or equal to the average quotient computed pursuant to subdivision (a), then the quotient for the then current fiscal year shall be equal to the quotient for the prior fiscal year.

(4) If a district or county office did not operate special education programs and services in the fiscal year, its support services quotient for the then current fiscal year shall be the lesser of (A) or (B):

(A) The average quotient computed pursuant to subdivision (a).

(B) The statewide unweighted average for the appropriate class district or county office identified in Section 56735.

(c) The support services quotient for special day class instructional personnel services units for the severely handicapped, as defined in Section 56030.5, shall be the quotient for the prior fiscal year, except that that quotient shall not exceed 1.5 times the average quotient computed pursuant to subdivision (a).

(d) No district or county office which had a nonseverely handicapped support services ratio of 1.5 times the average in the 1981–82 fiscal year shall have that average reduced below 1.15 times the average in subsequent years.

(e) Compute a total support services amount for each district and county office equal to the sum of (1) and (2):

(1) Multiply the support services quotient for the current fiscal year computed pursuant to subdivision (b) or (c) by the instructional amounts for the appropriate types of programs, computed pursuant to Section 56725.

(2) Multiply the support services quotient for the current fiscal year computed pursuant to subdivision (b) by the extended year amount computed pursuant to Section 56726. Support services amounts for extended year programs for other than the severely handicapped, as defined in Section 56030.5, shall be divided by 2.

SEC. 42. Section 56760 of the Education Code is amended to read:

56760. The annual budget plan, required by subdivision (e) of Section 56200, shall comply with the following proportions, unless a waiver is granted by the superintendent pursuant to Section 56761:

(a) The district, special education services region, or county office, shall estimate the pupils to be served in the subsequent fiscal year by instructional personnel service. Such estimate shall be computed as the ratio of pupils to be served by instructional personnel service to the enrollment of pupils in kindergarten and grades 1 to 12, inclusive, of the districts and county offices participating in the plan.

(1) The ratio of pupils funded by the state by instructional personnel service during the regular school year, including pupils for whom education and services are provided for by contract with nonpublic, nonsectarian schools, to the enrollment in kindergarten and grades 1 to 12, inclusive, shall not exceed 0.10.

(2) The ratio of pupils funded by the state by instructional personnel service to the enrollment in kindergarten and grades 1 to 12, inclusive, receiving a specific instructional service shall not exceed the following:

(A) For special classes and centers, 0.028.

(B) For resource specialist programs, 0.040.

(C) For designated instruction services, 0.042.

(b) The district, special education services region, or county office shall divide the amounts in paragraphs (1), (2), and (3) by the appropriate ratios computed pursuant to paragraph (2) of subdivision (a).

(1) For special classes and centers, 10 pupils.

(2) For resource specialist programs, 24 pupils.

(3) For designated instruction and services, 24 pupils.

(c) The district, special education services region, or county office shall divide the sum of the estimated enrollments on October 1 of the subsequent fiscal year in kindergarten and grades 1 to 12, inclusive, of each district and county office participating in the plan by each of the amounts computed pursuant to paragraphs (1), (2), and (3) of subdivision (b).

(d) The amounts computed pursuant to subdivision (c) shall be the authorized instructional personnel service units the state will fund for the district, special education services region, or county office in the then current year. The allocation of these instructional personnel service units shall be described in the annual budget plan.

(e) The number of units of instructional services funded pursuant to this article for a local plan shall not exceed for special classes and centers, an average of one teacher and one aide per special class or center actually operated.

SEC. 43. Section 56773.5 is added to the Education Code, to read:

56773.5. (a) For the purposes of this article, "approved cost" means transportation for individuals with exceptional needs provided in the following manner:

(1) Door-to-door transportation for severely handicapped special day class students, severity of whose handicaps precludes all other forms of transportation.

(2) Transportation from pick-up stations for other severely handicapped students, if the nature or severity of the student's handicap or the student's age precludes other forms of transportation.

(3) For nonseverely handicapped students in special day classes, transportation from pick-up stations only if other forms of transportation are not available and one of the following conditions is met:

(i) The student is orthopedically handicapped, or possesses a health impairment which precludes other forms of transportation.

(ii) The student has not yet entered the seventh grade.

(iii) The student is not placed in a school within two miles of the student's home, unless the school which the student would normally attend is more than two miles from the student's home.

(4) Transportation for those Resource Specialist Program students and students receiving only designated instruction and services who are orthopedically handicapped or possess a health impairment which precludes other forms of transportation.

(b) A county office of education or a district which does not receive state home-to-school transportation aid may apply to the Superintendent of Public Instruction for a waiver of the provisions of this section.

SEC. 44. Section 56775 of the Education Code is repealed.

SEC. 45. Section 56775 is added to the Education Code, to read:

56775. For the 1980–81 fiscal year and for each fiscal year thereafter, the superintendent shall apportion to each district and county superintendent providing programs pursuant to Article 5 (commencing with Section 56155) of Chapter 2 an amount equal to the difference, if any, between (1) the costs of contracts with nonpublic, nonsectarian schools to provide special education instruction, related services, or both, to pupils in licensed children's institutions, as funded pursuant to this chapter, and (2) the state and federal income received by the district or county superintendent for providing those programs. The sum of the excess cost plus any income from the state or federal government for those purposes shall not exceed the cost of contracts with nonpublic, nonsectarian schools to provide special education and related services for those pupils, as determined by the superintendent.

SEC. 46. Section 56780 of the Education Code is repealed.

SEC. 47. Section 56780 is added to the Education Code, to read:

56780. (a) Commencing with the 1982–83 fiscal year and each fiscal year thereafter, the superintendent shall multiply the average of the unduplicated pupil counts for the fall and spring semesters of the then current fiscal year, not to exceed 10 percent of the enrollment in kindergarten and grades 1 to 12, inclusive, in the local plan, by forty-four dollars ($44), as adjusted pursuant to Section 56782.

(b) Funds received pursuant to this section shall be expended only for the following purposes:

(1) Program specialists.

(2) Regionalized services as defined pursuant to subdivision (c) of Section 56220.

(3) Instructional personnel services units in excess of those funded pursuant to Article 2 (commencing with Section 56710) of Chapter 7. Units funded pursuant to this section shall not be considered part of the base number of units funded or operated for any district, county office or local plan area for the purposes of the growth tests specified in Section 56728.6.

SEC. 48. Section 56828 of the Education Code is amended to read:

56828. (a) No educational programs already in operation in school districts pursuant to Part 30 (commencing with Section 56000) shall be transferred to the county superintendent of schools, or to other school districts, or from the county superintendent of schools to school districts, without the approval of the Superintendent of Public Instruction, if the transfer would result in an entitlement to increased state aid pursuant to this chapter.

(b) In the event the transfer is approved, the support services amounts and Instructional Personnel Service Units amounts for the transferring agencies and county superintendent of schools shall be computed using a weighted average. The Superintendent of Public Instruction shall determine the additional costs to the state, if any, caused by the transfer, and permanently reduce the districts' revenue limits, or the county superintendent's support services entitlement, or both the districts' revenue limits and the county superintendent's support services entitlement, by an amount equal to the additional cost.

SEC. 49. Section 56851 of the Education Code is amended to read:

56851. (a) In developing the individualized educational program for an individual residing in a state hospital who is eligible for services under Public Law 94-142, a state hospital shall include on its interdisciplinary team a representative of the district, or special education services region, or county office in which the state hospital is located, and the individual's state hospital teacher, depending on whether the state hospital is otherwise working with the district, special education services region, or county office for the provision of special education programs and related services to individuals with exceptional needs residing in state hospitals. However, if a district or special education services region that is required by this section to provide a representative from the district or special education services region does not do so, the county office shall provide a representative.

(b) The state hospital shall reimburse the district, special education services region, or the county office, as the case may be, for the costs, including salary, of providing the representative.

(c) Once the individual is enrolled in the community program, the educational agency providing special education shall be responsible for reviewing and revising the individualized education program with the participation of a representative of the state hospital and the parent. The agency responsible for the individualized education program shall be responsible for all individual protections, including notification and due process.

SEC. 50. Section 56852 of the Education Code is amended to read:

56852. In developing the individualized educational program and providing all special education programs and related services to individuals with exceptional needs residing in the state hospitals, the state hospitals shall comply with the requirements of Public Law 94-142, Public Law 93-112, and special education provisions of this part and implementing regulations. Special education and related services shall be provided to each individual residing in a state hospital pursuant to the individualized education program for that individual.

SEC. 51. Section 56852.5 is added to the Education Code, to read:

56852.5. The State Department of Education, within its existing program review process, shall specifically review the appropriateness of pupil placement for educational services as designated in the pupil's individualized education program and the criteria used in determining such placement.

SEC. 52. Section 56853 of the Education Code is amended to read:

56853. Nothing contained in this chapter shall affect the continued authority of the State Departments of Developmental Services and Mental Health over educational programs for individuals not eligible for services under Public Law 94-142 nor shall it affect the overall responsibility of the state hospitals for the care, treatment, and safety of individuals with exceptional needs under their control. The state hospitals shall continue to render appropriate and necessary developmental services, health related services, psychiatric services, and related services assigned to the state hospitals in the local written agreements, as part of their responsibilities for the care and treatment of state hospital residents.

Health related services shall include services provided by physicians, psychiatrists, psychologists, audiologists, registered nurses, social workers, physical therapists, occupational therapists, psychiatric technicians, and developmental specialists, and shall be the responsibility of the state hospital if the individual with exceptional needs requires these services while in the community program.

SEC. 53. Section 56854 of the Education Code is amended to read:

56854. (a) The Superintendent of Public Instruction and the Directors of the State Departments of Developmental Services and Mental Health shall develop written interagency agreements to carry out the purposes of this chapter.

(b) For each county in which a state hospital is located, the county superintendent of schools, with the approval of the county board of education and the administrator of the state hospital, shall develop a local written agreement to carry out the purposes of this chapter. Such agreements shall be reviewed and updated annually and may be modified at any time with the concurrence of both parties to the agreements.

SEC. 54. Section 56856 of the Education Code is amended to read:

56856. In order to provide appropriate special education and related services to an individual residing in a state hospital, the State Departments of Developmental Services and Mental Health shall contract with a county superintendent of schools, nonpublic, nonsectarian school, or other agency to provide all or part of the services that the individual's individualized education program indicates should be provided in a program other than on state hospital grounds. A contract between a state hospital and a nonpublic, nonsectarian school shall only be entered into when no appropriate public education program is available.

SEC. 55. Section 56857 of the Education Code is amended to read:

56857. Nothing in this chapter shall preclude the State Departments of Developmental Services and Mental Health from contracting with a local public education agency, nonpublic, nonsectarian school, or other agency to provide special education and related services on the state hospital grounds for those pupils whose individualized education programs do not indicate that such education and services should be provided in a program other than on state hospital grounds.

This section shall remain in effect only until July 1, 1983, and as of that date is repealed, unless a later enacted statute, which is chaptered before July 1, 1983, deletes or extends that date.

SEC. 56. Section 56857.5 is added to the Education Code, to read:

56857.5. (a) Commencing with the 1982–83 fiscal year, community school agencies providing school programs on state hospital grounds shall begin the orderly transfer of all state hospital pupils whose individualized education programs indicate that a community school program is appropriate, to schools located in the community.

(b) Commencing with the 1983–84 fiscal year, all pupils covered by subdivision (a) shall be served in community schools other than on state hospital grounds, and the contracting provisions of this chapter shall apply only to pupils in community school programs other than on state hospital grounds.

(c) Waivers to subdivisions (a) and (b) may be granted only when approved by both the State Superintendent of Public Instruction and the Director of the State Department of Developmental Services.

SEC. 57. Section 56858 of the Education Code is repealed.

SEC. 58. Section 56858 is added to the Education Code, to read:

56858. (a) For the 1982–83 fiscal year and each fiscal year thereafter, the State Department of Developmental Services shall, on a monthly basis, commencing August 1, pay to the county superintendent of schools 8 percent of the amount obtained pursuant to the following formula:

(1) The prior year actual reported costs for special education as reported on the final expenditure report shall be used as the basis for determining actual per pupil expenditures for pupils from state hospitals who are attending special classes in community based programs.

(2) A supplemental cost report shall be prepared. This report shall include all of the following:

(i) A deduction for any unduplicated designated instruction and services and resource specialist programs reported in the final expenditure report.

(ii) Where in-kind services or personnel have been provided by the state hospital, the cost of the in-kind services or personnel which would have resulted if the services or personnel had been provided by the district or county.

The cost of in-kind services calculated pursuant to subparagraph (ii) shall be added to the amount obtained pursuant to paragraph (1) to yield an adjusted total special education expenditure which includes expenditures for in-kind services.

(3) The adjusted total special education expenditure obtained pursuant to paragraph (2) shall be divided by the average daily attendance for all special class pupils attending special education programs in the district and county, including state hospital pupils, to obtain an adjusted average per pupil cost for special education.

(4) The adjusted average per pupil cost for special education obtained pursuant to paragraph (3) shall be multiplied by the average daily attendance for state hospital pupils enrolled in special classes operated by the district and county.

(5) The cost of in-kind services and personnel obtained pursuant to subparagraph (ii) of paragraph (2) shall be deducted from the amount obtained pursuant to paragraph (4).

(b) The county superintendent shall prorate funds to participating districts.

(c) The actual reported costs of average daily attendance shall be taken from a supplemental cost reporting form submitted by the county superintendent of schools, as prescribed by the Superintendent of Public Instruction, and provided to the State Department of Developmental Services.

(d) The current year expenditures for special education and current year contributions for in-kind services and personnel shall be used to determine the adjusted per pupil cost for special education in the same manner prescribed by subdivision (a).

(e) The State Department of Developmental Services shall pay, by October 31 of the following year, the amount determined under subdivision (d), less the amount advanced pursuant to subdivision (a).

(f) Commencing with the 1983–84 fiscal year, this section shall apply only to pupils served in community school programs other than on state hospital grounds, unless a waiver is jointly approved by the State Superintendent of Public Instruction and the Director of the State Department of Developmental Services.

(g) The Superintendent of Public Instruction shall monitor the use of these funds to ensure that they are expended pursuant to the provisions of this chapter, to provide special education and related services to individuals residing in state hospitals.

SEC. 59. Section 56858.5 is added to the Education Code, to read:

56858.5. (a) Any contract prescribed by this chapter shall become effective unless disapproved by the State Department of Finance or State Department of General Services within 20 working days of receipt of the contract. Each department shall have 10 working days to consider the contract.

(b) Contracts shall be submitted to the State Department of Developmental Services for approval before May 15.

(c) No payments shall be processed in advance of contract approval, and no educational services shall be provided in the community school programs in advance of contract approval.

SEC. 60. Section 56858.7 is added to the Education Code, to read:

56858.7. (a) Nothing in this chapter shall prohibit the inclusion of in-kind services or the assignment of state hospital personnel in a contract for services pursuant to this chapter.

(b) Ten percent of the contract costs shall be attributed to in-kind services. In-kind services above 10 percent of the contract costs shall be mutually agreed upon by both parties to the contract. Any disagreement over in-kind services above 10 percent shall not be cause for delaying approval of the contract.

(c) A 60 day prior written notice shall be given by the state hospital to the county superintendent of schools for the initiation or removal of in-kind state hospital classified personnel.

SEC. 61. Section 56859 of the Education Code is amended to read:

56859. All certificated state hospital employees hired to provide educational services to individuals of mandated school age after September 29, 1980, shall possess an appropriate California credential in special education. Current certificated state hospital employees who do not possess appropriate California credentials in special education shall be given a period of not more than five years from September 29, 1980, to obtain such appropriate credentials. Certificated state hospital employees who do not possess appropriate California credentials in special education at the end of the five-year period shall be reassigned to provide educational services to individuals residing in state hospitals who are not eligible for services under Public Law 94-142.

SEC. 62. Section 56860 of the Education Code is repealed.

SEC. 63. Section 56860 is added to the Education Code, to read:

56860. Special transportation shall be the responsibility of the state hospital.

SEC. 64. Section 56863 of the Education Code is amended to read:

56863. The state hospitals, as part of the notification to parents of pupils of their rights pursuant to Public Law 94-142, Public Law 93-112, and this part and implementing regulations, shall notify parents of the right that their child can be considered for education programs other than on state hospital grounds.

For the purposes of this section, the term "parent of pupil" shall mean a parent, a legal guardian, a conservator, a person acting as a parent of a child, or a surrogate parent appointed pursuant to Public Law 94-142.

Information and records concerning state hospital patients in the possession of the Superintendent of Public Instruction shall be treated as confidential under Section 5328 of the Welfare and Institutions Code and the Federal Privacy Act of 1974, Public Law 93-579.

SEC. 65. Section 56864 is added to the Education Code, to read:

56864. Individuals with exceptional needs served under this chapter shall not be subject to the service proportions prescribed by Article 7 (commencing with Section 56760) of Chapter 7, or the growth tests prescribed by Section 56728.6.

SEC. 66. Section 56865 is added to the Education Code, to read:

56865. Funds appropriated by Section 11 of Chapter 1191 of the Statutes of 1980 may be used for remodeling classrooms located in a community school, in addition to the purposes of Chapter 25 (commencing with Section 17785) of Part 10, in order to serve state hospital pupils whose individualized education programs require a community school program.

SEC. 67. Section 1597.63 of the Health and Safety code is amended to read:

1597.63. A day care facility for children which provides care for six or fewer children, exclusive of children who reside at the facility, and which also serves as the residence of the licensee, shall be considered a residential use of property for the purposes of all local ordinances, and shall not be classified by a local zoning ordinance in any way which provides or implies that the facility is a business run for profit or differs in any other way from a single-family residence. No conditional use permit, zoning ordinance, or other zoning clearance shall be required for such a facility which is not required of a single-family residence in the same zone. Use of a single-family dwelling for purposes of a day care facility for children serving six or fewer children, exclusive of children who reside at the facility, shall not constitute a change of occupancy for purposes of Part 1.5 (commencing with Section 17910) of Division 13 or local building codes. No local jurisdiction shall impose any business license, fee, or tax for the privilege of operating a facility licensed under this chapter which serves six or fewer persons.

Nothing in this section is intended to supersede Section 13143 or Section 13143.6, to the extent that such sections are applicable to day care facilities for children. The provisions of this section shall not be construed to preclude any city, county, or other local public entity from placing restrictions on building heights, setback, or lot dimensions of a day care facility which serves six or fewer children as long as such restrictions are identical to those applied to other single-family residences. The provisions of this section shall not be construed to preclude the application to a day care facility for children of any local ordinance which deals with health and safety, building standards, environmental impact standards, or any other matter within the jurisdiction of a local public entity; provided, that such ordinance does not distinguish day care facilities which serve six or fewer children, exclusive of children who reside at the facility, from other single-family dwellings.

SEC. 68. Item 6100-161-001 of the Budget Act of 1982 (Ch. 326, Stats. 1982) is amended to read:

6100-161-001—For local assistance, Department of Education, Special Education Programs for Exceptional Children (10.60)	726,380,000

Provisions:

1. Funds appropriated by this item for Special Education are to be allocated only in accordance with provisions of Part 30 of the Education Code superseding all prior law. Provided that $3.6 million or so much money as is necessary of these funds may be used to meet the matching requirement necessary to maximize the funds available under PL 94-482, Vocational Education, National Priority Programs for handicapped students. For the purposes of Section 56712 of the Education Code, federal funds shall include any PL 94-482 Vocational Education, National Priority Programs funds received by the district or county office of education, if the federal government determines that the PL 94-

482 funds may be considered applicable federal funds within the meaning of Section 56712 of the Education Code. Notwithstanding any other provision of law, in computing apportionments pursuant to Section 56712 of the Education Code, the Superintendent of Public Instruction shall reduce each local agency's apportionment by the General Fund amount the local agency receives to match federal funds available under PL 94-482, Vocational Education, National Priority Programs for handicapped students.

2. Funds included for the purposes of Article 8 (commencing with Section 56770) of Chapter 7 of Part 30 of the Education Code shall not exceed $80,260,000.
3. No more than $350,000 may be used for in-service training for special education teachers.
4. The funds appropriated by this item for the Special Education Program shall be transferred for direct disbursement by the Department of Education from the State School Fund.
5. Of the amount appropriated by this item, $35,000,000 shall be used to fund any deficiency in category (d) of Item 610-101-001 of Chapter 99 of the Statutes of 1981, but only if SB 1345 of the 1981–82 Regular Session is chaptered and prescribes the allocation of that amount.
6. At least $67,800,000 of the amount appropriated in Item 6100-161-890 shall be allocated for local entitlements.
7. If the funds appropriated in Item 6100-161-890 which are actually received by the State exceed $78,600,000, all funds in excess of $78,600,000 shall be allocated for local entitlements.
8. Funds included for the purposes of Article 9 (commencing with Section 56780) of Chapter 7 of Part 30 of the Education Code shall not exceed $24,700,000.
10. Of the amount appropriated by this item, $3,600,000 shall be available for expenditure upon certification by the Director of Finance. The Director of Finance may make such a certification only after determining that federal funds, available under PL 94-482, Vocational Education, National Priority Programs for handicapped students, may not be considered as available federal funds within the state funding process of the Master Plan for Special Education

pursuant to Education Code Section 56712 without causing a loss of these federal funds.

SEC. 69. Section 21.42 of the Budget Act of 1982 (Ch. 326, Stats. 1982) is amended to read:

Sec. 21.42. Pursuant to the provisions of Section 8250 of the Education Code, the Superintendent of Public Instruction may allocate funds appropriated by Item 6100-196-001 to continue to provide reimbursements to child care and development programs serving severely handicapped children which received state funding during the 1980–81 fiscal year. Notwithstanding the provisions of paragraph (3) of subdivision (d) of Section 8250 of the Education Code, the Superintendent shall develop a schedule of parent/guardian fees which must be implemented by recipient programs as a condition for the receipt of state funding during 1982–83. This schedule shall be reasonable and shall reflect appropriately the financial ability of parents or guardians to pay fees.

A fee shall not be assessed if the child has been referred to the program by another agency, such as a regional center, or if the family is required to pay a fee through another component of the program, such as a Mental Health UMDAP process.

The programs shall deduct from the families' fees those costs incurred by families for other child development services required because of the child's handicap or the employment, education, or training of the parent. The programs may absorb the loss of unpaid parent fees.

SEC. 70. Section 16 of Chapter 209 of the Statutes of 1982 is amended to read:

Sec. 16. Notwithstanding proviso 33 of the provisions applicable to Items 610-101-001 through 610-101-890 of the Budget Act of 1981, as amended by Section 19 of Chapter 169 of the Statutes of 1981, or any other provision of law, the amount allocated for child development programs pursuant to category (k) of proviso 24 of the provisions applicable to Items 610-101-001 through 610-101-890 of the Budget Act of 1981, as amended by Section 19 of Chapter 169 of the Statutes of 1981, and as augmented by Section 36 of Chapter 100 of the Statutes of 1981, as amended by Section 18 of Chapter 133 of the Statutes of 1981 and Section 19 of Chapter 1063 of the Statutes of 1981, shall be distributed to school districts and other eligible agencies based on their average daily enrollment as follows:

(a) Agencies with a fiscal year 1980–81 assigned reimbursement rate which is at or below the fiscal year 1980–81 standard reimbursement rate shall receive the full inflation adjustment. Such agencies may also apply for, and the Superintendent of Public Instruction may grant, on a case-by-case basis, increases in their assigned reimbursement rates not to exceed the fiscal year 1981–82 standard reimbursement rate, from funds set aside for that purpose in subdivision (c).

(b) Agencies with a fiscal year 1980–81 assigned reimbursement rate which is greater than the fiscal year 1980–81 standard reimbursement rate, but not greater than 125 percent of the fiscal year 1980–81 standard reimbursement rate, shall receive the full inflation adjustment. Such agencies shall not apply for, and the Superintendent of Public Instruction shall not grant, any increase in their assigned reimbursement rates.

(c) Agencies with a fiscal year 1980–81 assigned reimbursement rate which is greater than 125 percent of the fiscal year 1980–81 standard reimbursement rate shall receive 75 percent of the full inflation adjustment. An amount equal to the remaining 25 percent of the full inflation adjustment for such agencies is hereby set aside for the purpose of allocation by the Superintendent of Public Instruction to increase assigned reimbursement rates of agencies as specified in subdivision (a).

(d) For purposes of allocation to child development agencies, the provisions of this section shall be deemed to have been in effect for the entire 1981–82 fiscal year.

(e) The Legislature recognizes the fact that the provisions of this section, while applying for the entire 1981–82 fiscal year pursuant to subdivision (d), represent a modification of the requirements in effect prior to the effective date of this act. Under such previously existing requirements, child development agencies with fiscal year 1980–81 assigned reimbursement rates in excess of the fiscal year 1980–81 standard reimbursement rate, depending upon the extent of such excess, were required to use part or all of any additional allocations over and above their fiscal year 1980–81 assigned reimbursement rate to increase average daily enrollment. Pursuant to the provisions of this section, such increases in average daily enrollment are not required. To the extent that child development agencies increased their average daily enrollment during the fiscal year 1981–82 pursuant to such previously existing requirements, they shall not be eligible for reimbursement for such additional average daily enrollment.

Child development agencies that increased their average daily enrollment under the previously existing requirements shall receive the full inflation adjustment for the fiscal year 1981–82. Such eligibility shall only apply to an agency with a fiscal year 1981–82 assigned reimbursement rate between 100-125 percent of the fiscal year 1981–82 standard reimbursement rate.

SEC. 71. The County Superintendent of Schools of San Mateo County may establish an independent data processing center under the provisions of Sections 10552 to 10560, inclusive, of the Education Code.

SEC. 72. (a) Within six months of the effective date of this act, the Office of Planning and Research shall report to the Senate Committees on Education and Finance and to the Assembly Committees on Education and Ways and Means on the implementation of Chapter 1276 of the Statutes of 1980, the Joint Funding for Education of Handicapped Children Act of 1980.

(b) Within six months of the effective date of this act, the Director of Finance shall report to the Senate Committees on Education and Finance and to the Assembly Committees on Education and Ways and Means on the status of interagency agreements regarding the fiscal responsiblities for the provision of services to handicapped children pursuant to Sections 56475 and 56476 of the Education Code.

SEC. 73. Within six months after the effective date of this act, the State Department of Education shall develop an individualized education program form and process that minimizes the use of school district personnel in the assessment and placement of individuals with exceptional needs that receive only speech and language services, provided that the requirements of Public Law 94-142 and regulations adopted pursuant to that act are met.

SEC. 74. (a) For the 1982–83 fiscal year only, the state shall not fund instructional personnel services units in special education local plan areas for programs operated pursuant to Part 30 (commencing with Section 56000) of the Education Code in excess of the number of such units operated and funded at the second principal apportionment for the 1981–82 fiscal year, including units serving pupils in licensed children's institutions.

This restriction shall not apply to either of the following:

(1) Programs transferred between special education local plan areas, provided the transfers are subject to the provisions of Section 56828.

(2) Units added by special education local plan areas to accommodate students who were served by nonpublic schools during the 1981–82 fiscal year, if the state reimbursement for those units does not exceed the state reimbursement for nonpublic school costs for those students during the 1981–82 fiscal year.

(b) Each local plan area shall report to the county superintendent of schools the number of instructional personnel services units to which the local plan area is entitled, but which it will not utilize in any fiscal year. The county superintendent may redistribute those units for the fiscal year in which they were reported to other local plan areas within the county according to the following priorities:

(1) Units needed as a result of increased numbers of individuals with exceptional needs placed in licensed children's institutions and foster homes within a local plan area.

(2) Units needed due to increased enrollment within the local plan area.

The redistribution of units among local plan areas within a county shall be reported as transfer units and shall be subject to the provisions of Section 56828.

SEC. 75. The funds appropriated pursuant to Provision 5 of Item 6100-161-001 of the Budget Act of 1982 (Ch. 326, Stats. 1982) shall be allocated in the following manner:

(a) Nineteen million dollars ($19,000,000) shall be used to fund the deficiency for the 1981–82 fiscal year in programs funded pursuant to Article 2 (commencing with Section 56710) of Part 30 of the Education Code.

(b) Sixteen million dollars ($16,000,000) shall be used to fund the 1981–82 fiscal year deficiency in programs funded pursuant to Article 8 (commencing with Section 56770) of Part 30 of the Education Code.

SEC. 76. From the funds appropriated in Item 6100-161-001 of the Budget Act of 1982 (Ch. 326, Stats. 1982), the amount of eighty-four thousand seven hundred dollars ($84,700) shall be allocated to the Los Gatos Union School District, in addition to any other funds they would receive for special education programs and services, on behalf of a licensed children's institution program operated in 1979–80.

SEC. 77. The Legislative Analyst shall, by March 1, 1983, report to the Legislature regarding the funding of special education programs in licensed children's institutions. The report shall make recommendations regarding the restructuring or continuation of the current funding mechanism.

SEC. 78. It is the intent of the Legislature not to fund the deficit in the transportation portion of special education in the 1982–83 fiscal year.

It is further the intent of the Legislature that school districts and county offices of education should reduce transportation costs in special education by using regular home-to-school transportation to transport special education pupils whenever feasible and appropriate.

SEC. 79. It is the intent of the Legislature, if this bill and Assembly Bill 2652 are both chaptered and become effective on or before January 1, 1983, both bills amend Section 56320 of the Education Code, and this bill is chaptered after Assembly Bill 2652, that Section 56320 of the Education Code, as amended by Section 15 of this act, shall remain operative until the effective date of Assembly Bill 2652, and that on the effective date of Assembly Bill 2652, Section 56320 of the Education Code, as amended by Section 15 of this act, be further amended in the form set forth in Section 15.5 of this act to incorporate the changes in Section 56320 proposed by Assembly Bill 2652. Therefore, if this bill and Assembly Bill 2652 are both chaptered and become effective on or before January 1, 1983, and Assembly Bill 2652 is chaptered before this bill and amends Section 56320, Section 15.5 of this act shall become operative on the effective date of Assembly Bill 2652.

SEC. 80. It is the intent of the Legislature, if this bill and Assembly Bill 2652 are both chaptered and become effective on or before January 1, 1983, both bills amend Section 56345 of the Education Code, and this bill is chaptered after Assembly Bill 2652, that Section 56345 of the Education Code, as amended by Section 23 of this act, shall remain operative until the effective date of Assembly Bill 2652, and that on the effective date of Assembly Bill 2652, Section 56345 of the Education Code, as amended by Section 23 of this act, be further amended in the form set forth in Section 23.5 of this act to incorporate the changes in Section 56345 proposed by Assembly Bill 2652. Therefore, if this bill and Assembly Bill 2652 are both chaptered and become effective on or before January 1, 1983, and Assembly Bill 2652 is chaptered before this bill and amends Section 56345, Section 23.5 of this act shall become operative on the effective date of Assembly Bill 2652.

SEC. 81. No appropriation is made and no reimbursement is required by this act pursuant to Section 6 of Article XIII B of the California Constitution or Section 2231 or 2234 of the Revenue and Taxation Code because the Legislature finds and declares that there are savings as well as costs in this act which, in the aggregate, do not result in additional net costs.

SEC. 82. Notwithstanding any other provision of law, no appropriation is made by this act and the state shall not reimburse any local agency for any tax revenues lost by it under Section 67 of this act.

SEC. 83. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order that the provisions of this bill apply to as much of the 1982–83 fiscal year as possible, and to promote the orderly implementation of school district budgets, it is necessary that this act take effect immediately.

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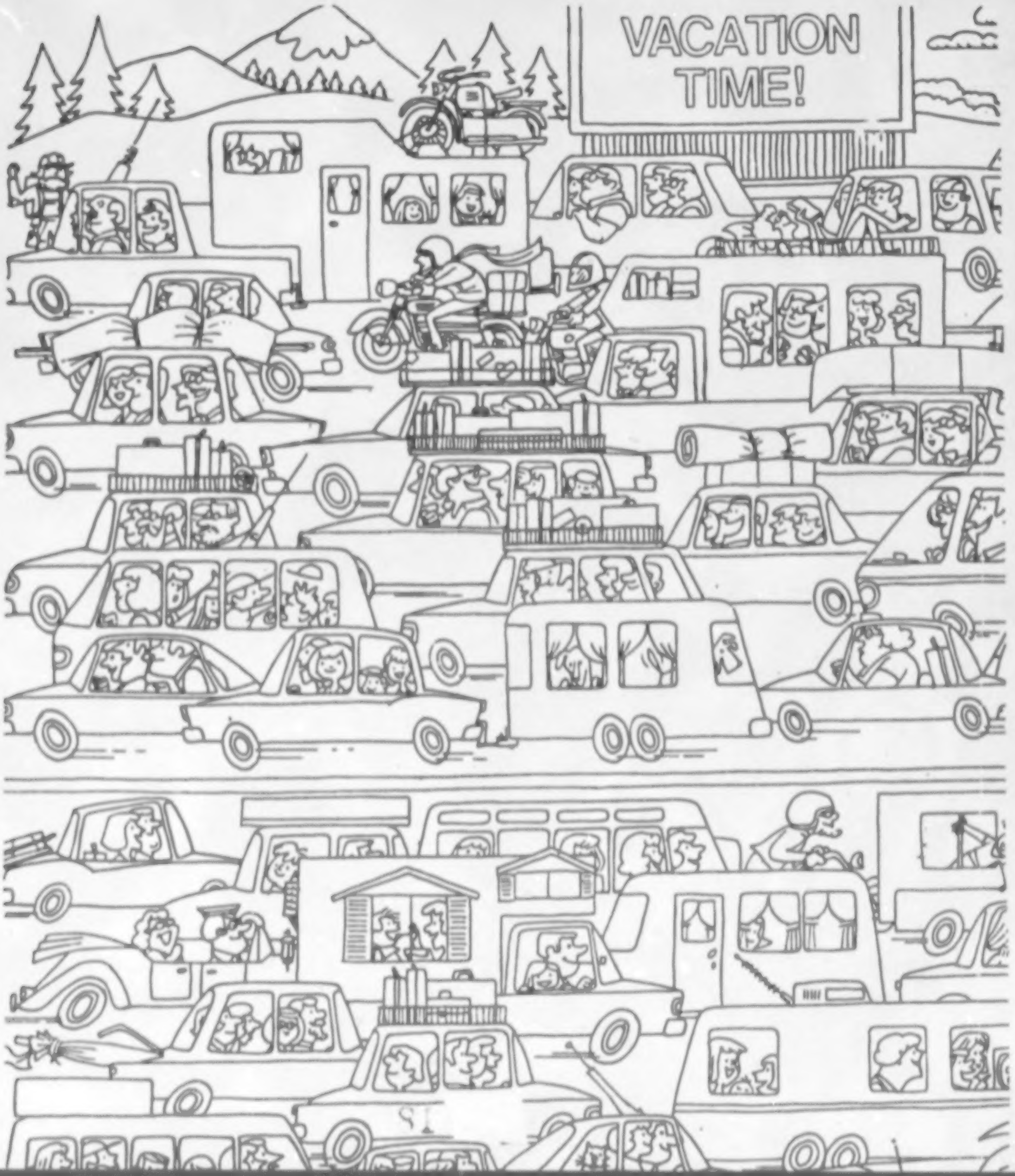
Parent Handbook & Pamphlets

PARENTS HELPING PARENTS


VACATION
TIME!

Parents Helping Parents

Vol. 1, No. 4 June 1981

COMPLIANCE AND DUE PROCESS WORKSHOP - PART 1

Marcy Jochim, a member of PARENTS HELPING PARENTS, recently attended a workshop on compliance and due process procedures. Here are the key points regarding compliance procedures. We hope our September issue will cover the due process procedures.

Complaint procedures are used in situations which involve an alleged violation by the public education agency of any federal or state law or regulation governing special education, such as placement in a special education class without writing an IEP, refusing to respond to parents' requests to review their child's educational records, etc.

Complaints may be filed by any individual, public agency or organization. A complaint should be a brief written statement including what the alleged violation of law is, and giving appropriate related information as to when and where it occurred and circumstances leading up to it. Be sure to include your correct name, address and phone number. The State Department of Education will decide (based on many factors) whether to require a local investigation and report or to investigate immediately at the state level. Send your letter to: State Department of Education, Office of Special Education, Compliance Unit, 721 Capitol Mall, Sacramento, California 95814.

TIMELINES--Local investigation must be completed within 30 calendar days of receipt of the complaint from the State Department of Education, a hearing must be held by the local school board, and the complainant must receive a copy of the report within 5 days after completion and within the 30 calendar days.

If complainant disagrees with local report, he may appear at scheduled school board hearing or may appeal directly to the state. The complaint procedure is not complete until the State Department of Education has obtained compliance.

I.E.P.

It's Annual Review time once again and PARENTS HELPING PARENTS has a few tips for parents:

- It's always a good idea not to sign your child's IEP until you have had sufficient time to read it.
- Take the IEP home, read it and then sign and return the IEP if you are satisfied.
- Make sure the IEP has specified the type of class, the amount of time spent in the regular classroom, if appropriate, and the frequency and duration of the services offered.
- Make sure the effective date services will begin are specified.

The first in the state EQUINE SPECIAL OLYMPICS was held May 16th in Simi Valley. Six children from Santa Barbara's UNICORN PROJECT participated and all received at least one blue ribbon. CONGRATULATIONS!

LOVARC and Tri-Counties Regional Center are sponsoring a summer Social Development Program for children, 6 to 14 years, tentatively scheduled to begin June 8th. Call Jean Sink, 736-9660.

THERE'S STILL TIME!

If you haven't sent your letters to legislators regarding Special Education cuts, please do so immediately! Call or write supporting PL 94-142 and HR 2943 (this bill would remove the Developmental Disabilities Act from the block grant proposal and insure its full funding for one more year).

* *

PARENTS HELPING PARENTS will be having a meeting June 23rd, from 9:30 a.m. to 12 noon at the Veteran's Memorial Building, Solvang. Some of the items to be discussed will be our newsletter, future workshops, and information sharing by group members. This meeting is open to anyone interested in Special Education. Car pooling is available. If you are interested in attending, please call one of our area coordinators listed in this newsletter.

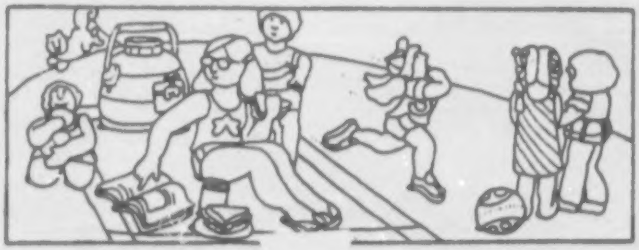
JUNE CALENDAR

4	INTERNATIONAL YEAR OF DISABLED PERSONS--General Meeting, Tri-Counties Regional Center Conference Room, 12 noon to 2:00 p.m.
5	AREA IX BOARD MEETING--Ventura. For further information, call 682-8374.
10	SANTA BARBARA COUNCIL FOR THE RETARDED--Meeting of the Board--Orientation, Alpha Training Center, 7:30 p.m.
11	SANTA BARBARA COUNTY SCHOOLS COMMUNITY ADVISORY COMMITTEE, Sambo's, Buellton--7:30 p.m. to 9:30 p.m. Gerald Miller, Office of Special Education will be discussing Santa Barbara County's recent State Review.
20 7/5	SEMANA NAUTICA--Santa Barbara City Recreation Department will feature sports events for disabled persons.
22	SUMMER SCHOOL BEGINS--Santa Barbara County
25 27	CONSUMER EDUCATION HEALTH CONFERENCE--"Balancing the Scales." UCSB, contact Bing Demetrius, 963-8654.
26 28	SPECIAL OLYMPICS STATE GAMES--UCLA.

Santa Barbara County Schools will be sponsoring Surrogate Parent Training for parents wishing to act as surrogate parents at IEP meetings. If you are interested, please call Richard Windmiller, 964-4711 for more information.

The COMMUNITY CENTER ON DEAFNESS presents captioned films each Saturday night at the Westside Community Center. Call 965-6198 for information.

The UNICORN PROJECT, free horseback riding lessons for disabled children and their siblings has openings for future equestrians. Call Mary Schmidt at 963-0611.



UNITED CEREBRAL PALSY ASSOCIATION provides information and referral services for individuals and families, advocates on their behalf with various agencies, and educates the public regarding cerebral palsy. For more information, call or write Helen Johansen, United Cerebral Palsy, 621 W. Santa Barbara St., Santa Paula, 93060, Phone 805-525-2763.

* * *

Susan Ham, Recreational Therapist, has information on summer camps. Call the County Schools Office, 682-2686, and ask Susan to send you a copy of the summer issue of THE WRECK REVUE.

* * *

PARENTS HELPING PARENTS wishes to congratulate Ben Fagen of San Marcos High School for his winning essay entitled, "Mainstreaming Disabled Students in our Public Schools." Ben placed fourth in the 1981 Essay Contest sponsored by the Governor's Committee on the Employment of the Handicapped.

* * *

The Santa Barbara Theater for the Handicapped will resume classes in July. Watch your local paper for announcements, or call Rod Latham, 682-8184.

* * *

If you are looking for quick and easy ideas to keep kids busy, you will want a copy of the handbook called "Summer Sanity" which is full of great ideas for parents who want to make summer an enjoyable event. Call Susan Ham, 682-2686.

* * *

PARENTS HELPING PARENTS is published monthly during the school year by parents of disabled children. If you have any questions or information you wish to share with us, please contact one of our area coordinators.

In Santa Barbara	Eileen Medina . . .	968-8727
In Lompoc/Santa Maria. . .	Maria Contreras . .	925-7730
In San Luis Obispo	Donna Phillips. . .	489-3005

* * *

Printing and Editing Through SERN 4

BOOK REVIEW

YESTERDAY'S CHILD

by Helene Brown

Reading YESTERDAY'S CHILD, many will find themselves able to identify with some of her feelings and experiences. There will be some who may find the book objectionable because of the direction Helene chooses to take in raising her severely handicapped daughter, Karen. But, even if we do not agree with the decisions Helene makes, no one can deny respect for her candidness and honesty.

Helene Brown had her life shattered with the birth of Karen. When the doctors told her that Karen was a victim of cerebral palsy, mentally retarded and deaf, she found herself in a state of total emotional turmoil with hurt, dispair, anger, guilt, and utter confusion. She was not prepared for what life had provided her. As time passed, the stress of raising Karen took its toll. Helene's marriage ended and with it, the last solid wall of her life crumbled.

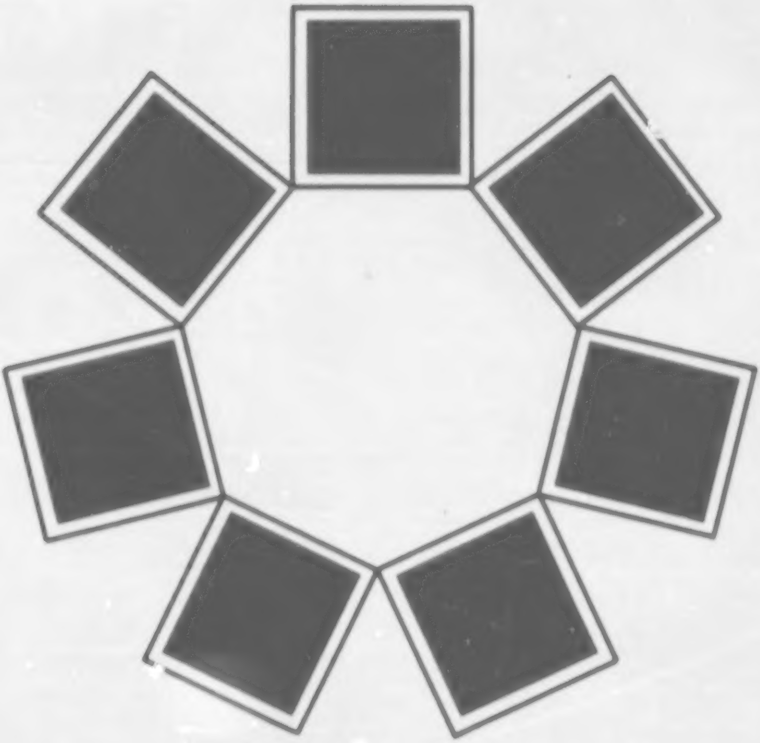
Helene knew that Karen was too severely handicapped to live at home, but she could only accept a very special placement for her. That in itself was not a very popular philosophy to "institutionalize" your child, even then. Helene was up against a multitude of roadblocks and finding an appropriate residential facility was a monumental task. She and Karen experienced tremendous setbacks, but Helene knew that without a life of her own, she could not be the mother that Karen needed.

The book is very well written and provides thoughtful reading for everyone. There is much to learn from Helene Brown's experiences regarding compassion and understanding. We applaud all of the Helene Browns of the world who have shown us the courage to challenge life as it is provided to us.

--From Special Education Resource Network SERN 7, "SENTINEL"

A parent's guide to

Public Education For the Handicapped



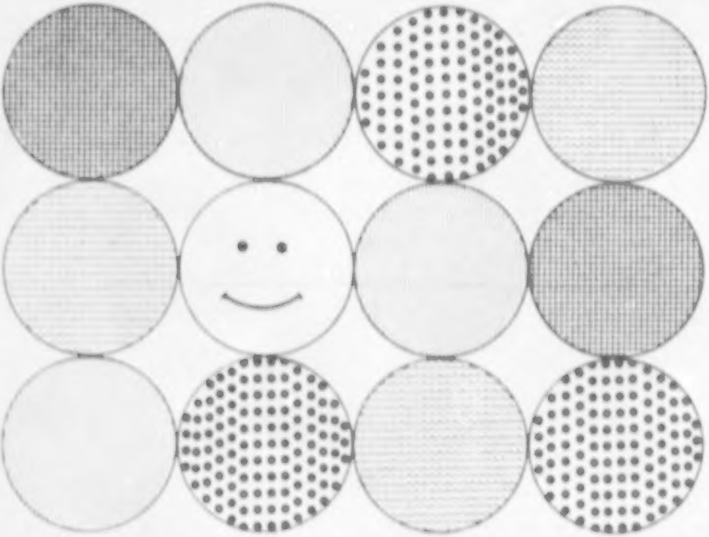
We have finally made it!

For the first time in our nation's history we have recognized the right of ALL children to an education—and that includes those who are handicapped! Many parents, educators and other concerned citizens worked with Congress for the passage of Public Law 94-142, the Education for All Handicapped Children Act, which says that no child may be denied a tax supported education.

Copyright 1978
National School Public Relations Association
1801 North Moore Street
Arlington, Virginia 22209

And we all win!

For we are really saying that each one of us is an individual. We are all different. It just so happens that some of us have individual differences that are greater than others.



Still, we all deserve the chance to:

- develop our abilities
- overcome our weaknesses
- become productive members of society
- live with dignity and self-respect.

Education gives us that chance.

Unfortunately some children—especially the handicapped—have too frequently been denied that chance. This has happened because:

- It has been assumed that they cannot learn and, therefore, have been kept out of public schools or else been placed in "caretaker" type programs.
- Their handicaps were not recognized and so they were called "lazy," "indifferent," or "immature."

Now we know better. We know that all children **CAN** learn. But some learn differently than others. And some need more help.

PL 94-142 is designed to help those children whose individual differences are so great that they need specially designed instruction. These are the handicapped.

Congress estimates that 12 out of every 100 children—that's about 8 million—need some kind of special help.

A handicap may be:

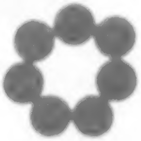
- **mild or severe**
- **temporary or permanent**
- **physical, intellectual, emotional, or some other condition that interferes with learning.**

Because handicapped children have a wide range of individual needs there are different types of special education programs available.

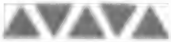
Some special help within the regular class.

Part-time instruction in resource program and part-time in regular classroom.

Full-time instruction in a special class.



Full-time attendance at a special school.



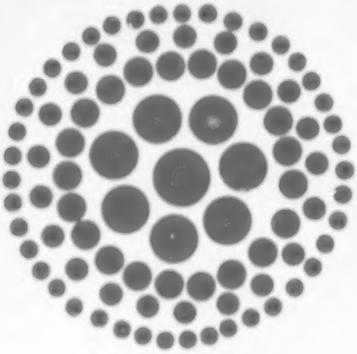
Instruction given at home or in the hospital.

But...

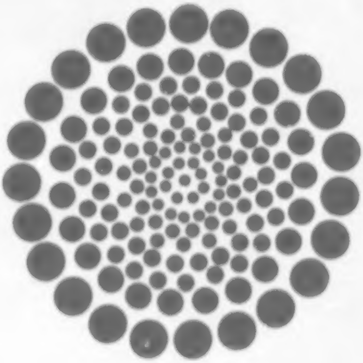
The goal is to have every child enrolled in a program that is as normal as possible, while still meeting his/her educational needs. Educators call this the **least restrictive environment.**

Normalization can be provided two ways:

1. By having the handicapped child placed in a regular class or take part in activities with non-handicapped children.

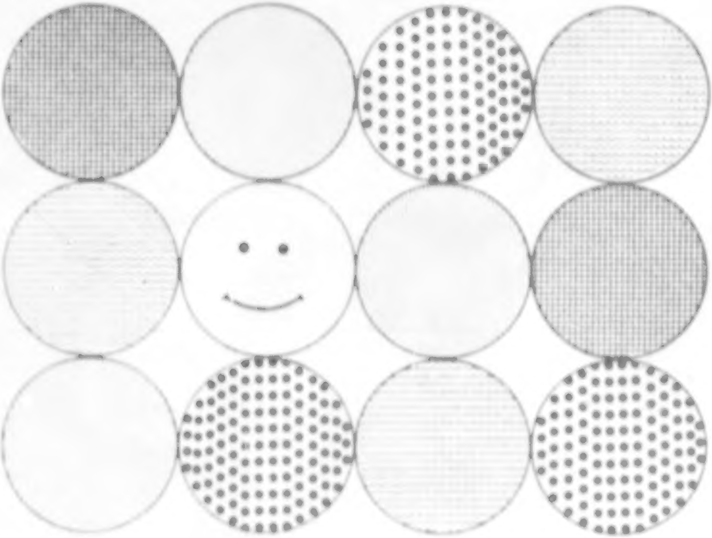


2. By providing the handicapped child with the same kind of experiences that non-handicapped children have, but in a more controlled environment.



Handicapped children benefit educationally and socially by being with non-handicapped.

Children without handicaps benefit also.



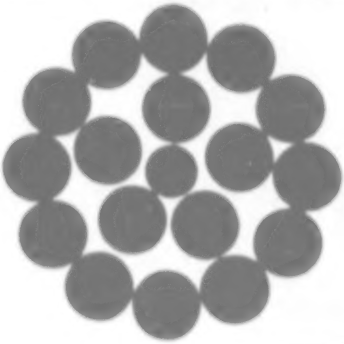
They are given the chance to:

- Accept individual differences.
- Recognize a person's capabilities rather than judging a person by his/her disabilities.
- Understand that a handicapped person has the same needs and desires as a non-handicapped person.
- Respect the rights of all people.

9

A successful child is a happy child.

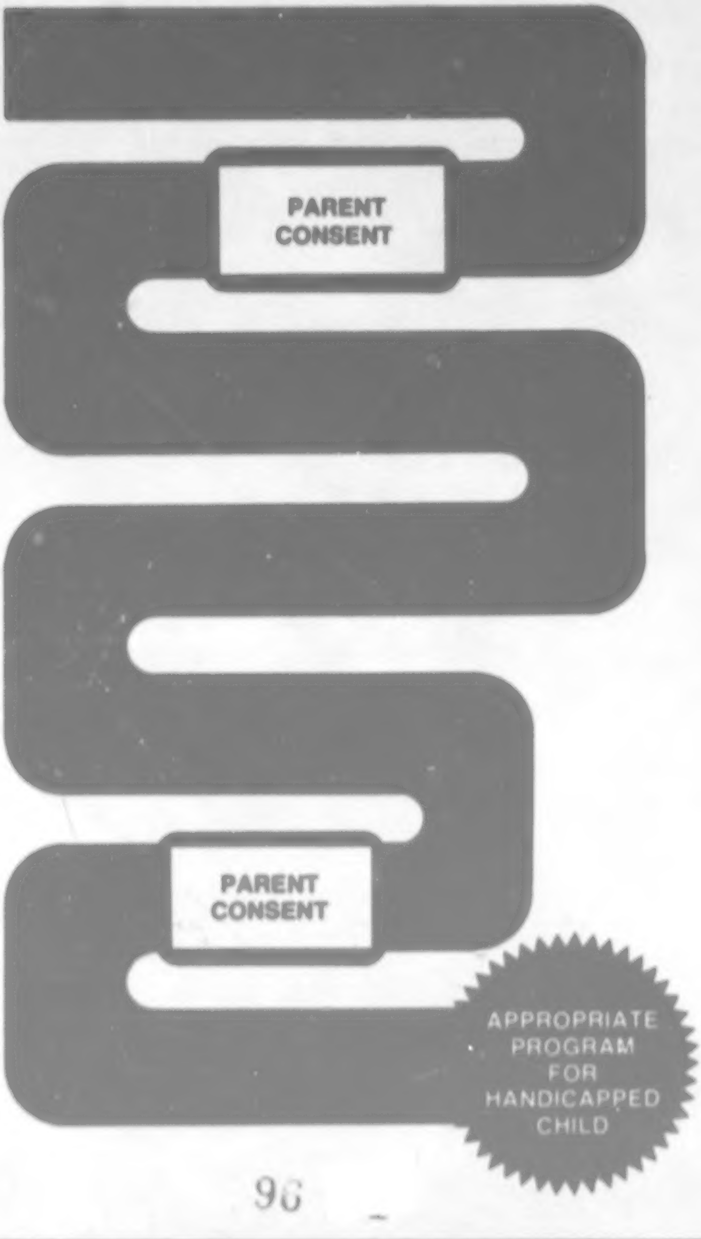
A happy classroom is one in which all children are successful.



Success for a handicapped child depends on a carefully planned program that meets his/her individual needs.

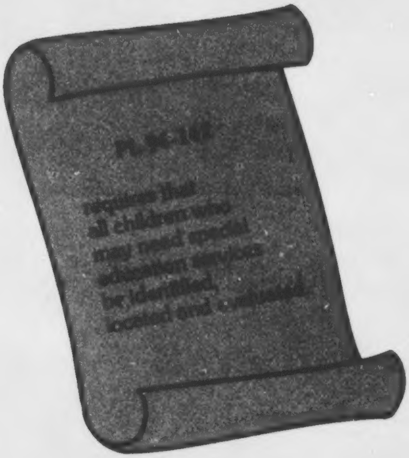
Parents Are Very Important People — they know their child better than anyone else.

The planning process includes . . .


PARENT CONSENT
PARENT CONSENT
APPROPRIATE PROGRAM FOR HANDICAPPED CHILD

IDENTIFICATION
is accomplished through

- screening pre-school and kindergarten children
- creating awareness in the community
- referrals by parents, teachers, family doctor, etc.

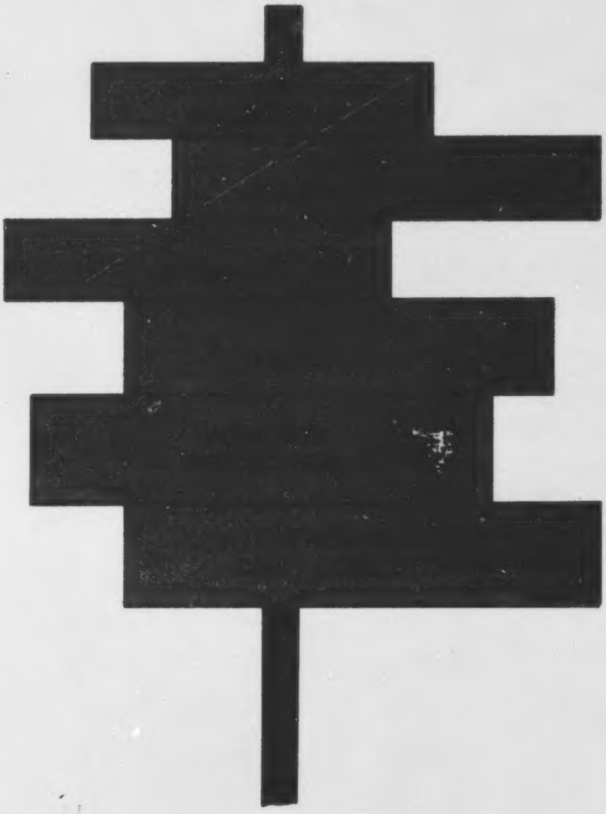


PL 94-142

requires that
all children who
may need special
education services
be identified,
located and evaluated

Remember: You cannot **see** all handicaps that prevent learning. Patterns of behavior can be . . .

WARNING SIGNS



An EVALUATION includes

[illegible]

and is conducted by
a team of professionals
to find

[illegible]

Parents

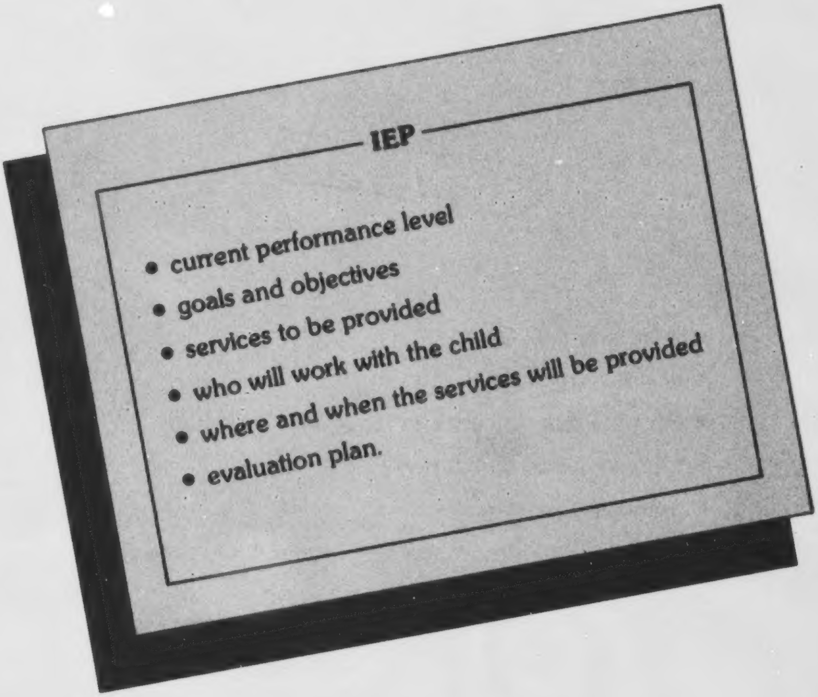
[illegible]

The INDIVIDUALIZED EDUCATION PROGRAM (IEP)

. . . is developed by a team including professionals, the child's parents, and the child, when appropriate.

Even though the IEP is designed for the individual child, instruction frequently takes place with groups of children.

Parents **must** give their consent before a handicapped child may be placed in a program.



IEP

- current performance level
- goals and objectives
- services to be provided
- who will work with the child
- where and when the services will be provided
- evaluation plan.

If parents disagree with the school's plans for their handicapped child

Including:

- written notice
- access to records
- informal due process hearing
- representation by counsel
- appeal of decision.

By protecting the rights of the handicapped, we protect all of our personal rights.

Yes, we have finally made it!

Now, if we work together, we can provide a better education for all children.

You can help

- If you think your child may have a handicap, contact your school.
- If you know of any other child who may need special services, notify your school.
- Find out how special services are provided in your local school.
- Talk with your child about individual differences, individual rights and the education programs for handicapped children.
- Volunteer to work with a handicapped child in your school.
- Work with your school officials to insure that all children in your community receive an appropriate education.

know
your
schools

League of Women Voters Education Fund

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INTRODUCTION

Schools are everybody's business. We all pay for their support and they benefit us all whether or not we have children in them. Society as a whole benefits from an informed and resourceful citizenry educated in good schools. In today's mobile society, the poorly educated don't stay put any more than do the product of good schools.

Know Your Schools can help both those who wish to make a comprehensive study of their school system and those who are interested in a single educational concern—administration, special services, etc.—or in a single school within the system.

Evaluations

You may wish to evaluate your school system as a whole, a single school within it, or some single aspect of schools—the reading program; the development in all children of attitudes toward work, of work skills, of respect for work well done; the program for school and adult citizenship. The facts you gather about *your* school or school system take on meaning when they are laid alongside some sort of yardstick. For instance, you may want to measure against:

☐ local data of five or ten years ago, or

☐ national averages or norms, or

☐ conditions in schools similar to yours (neighboring schools or schools in communities like yours), or

☐ citizen surveys of goals or priorities.

The *goals* for schools ought to be a product of *both* the "experts" and the community. There has been a tendency to leave decisions on education to professionals, at the expense of community and citizen input. A citizen group might, however, want to take a look at some of the professional research that has been done as it sets about evaluating either the total system or a single facet of it. If so, see the list of sources and suggested readings at the end of this guide.

Today's Issues

Burning and controversial issues change from time to time and from place to place. Currently some of the hot issues include:

☐ more equitable funding or distribution of resources among schools

☐ accountability (not in terms of checking the bookkeeping but of measuring up to established goals or standards)

☐ community control

☐ methods for desegregating or integrating schools

☐ sex and racial discrimination in textbooks and curricula

☐ discrimination against women and minorities in administrative positions in schools

☐ discipline problems and how to handle them (not new!).

There is wide divergence of opinion among not only professional educators but also among lay people about what the goals of education are; how they may be attained, even if there is agreement; how people learn; even for whom the "best" schools should be.

Despite the gulfs that sometimes open up when people differ about schools and educational policy, there is usually one strong bond that can unite: a common determination to have good schools and to improve them. Gathering the facts and providing the perspective that this kind of survey makes possible are often the first steps toward understanding and accommodation.

The Comprehensive Study

If a thorough survey is your goal, there are certain steps you might like to take.

- ✓ Find out what the state constitution and state laws are as they relate to responsibility for elementary and secondary education, to funding schools, to standards, etc.
- ✓ Find out what you can about your schools from any materials already available from: school administration, local League of Women Voters, chamber of commerce, city and county offices, newspaper files, public library.
- ✓ Explain the purpose of your study to the president of the school board and the local superintendent. Get their cooperation in arranging interviews with the staff. Assure them of the factual nature of your survey. You may wish to include administrators, teachers, school board members on your reading committee. Ask them for suggestions for your committee.
- ✓ Talk to parents, students, teachers. Visit the schools themselves.
- ✓ Organize to do the job. A small steering committee should outline and coordinate the work of the survey. Make assignments: Designate one person or a pair to collect facts and write each section. Make each responsible for the accuracy of the data. For interviewing, it is wise to use teams for a double check. Make every effort not to disrupt the work of the schools and the schedules of school staff.

If you publish your findings in printed form for the use of the general public, these suggestions are useful:

- ✓ Make the finished product as attractive as possible. An attractive cover is the package; the extra cost will pay dividends in extra sales or wider reading and use.
- ✓ A picture is worth many words. Avoid pictures of people-less facades of buildings, empty gymnasiums. Young people in action are what you want. Be sure to include representative pictures of the school staff and children (e.g., of blacks, whites, Indians, Chicanos, and Chinese if they are represented in your school population, but do not exploit by putting into every picture the *one* Chinese student!).
- ✓ Simplify the language. *History of Our Schools* is better than *Evolution of our School System*. Choose short, descriptive, eyecatching titles

and subtitles. Be sure the organization of material is logical and has a good flow from one section to the next.

✓ Try to get sponsors for financing—pre-publication sales, contributions, advertising space. When you go to possible sources of funds, have an outline and an attractive mock-up or layout in hand, with samples of pictures, charts, illustrations you mean to use and where they will appear. You can't sell a pig in a poke! Tell prospective sponsors what the total costs will be for an ascending number of copies (1,000, 5,000, 10,000, etc.), how you plan to distribute and why you think your survey will serve a community need. Sometimes tax-exempt contributions can be used for such publications, through the auspices of organizations like the League of Women Voters Education Fund.

✓ Include complete publication information. *Never* publish without including the date, the price (if you plan to sell as well as distribute free copies), the name of the organization responsible for the content and the address for getting additional copies. Acknowledge donors in the publication.

Single-Subject Uses

If your interest is in one aspect of the educational system, say the school plant and facilities, the questions under that heading in this booklet may help you to word your own inquiries for use at a school board public meeting or in interviewing a school board member, school superintendent, school personnel.

Since every part of the school system or school program is related to something else, answers to your special questions may lead you into another line of inquiry—perhaps from school plant to school finance or to school and community relations. This booklet can then help you in your further search.

Not all questions in this booklet will be useful in all communities. Note, too, that the *number* of questions in a section bears no relationship to its importance in overall school concerns. What is of major importance in one school district may not be in another. History and traditions; community character and goals; current and future needs; crisis situations; degree of interest, communication and understanding among school personnel, students, and the community may account for variations in focus from one system or school to another.

Some questions in one section overlap those in another—a reflection of the interdependence of all the areas of concern. The staff, the pupils, the community are not islands. Not even the whole system itself is isolated from the county, state, and national communities.

You may want to begin by considering the history of your schools as a lead-in to a survey or even as a means to understand better the problem you think exists. It is, of course, a section you can skip. There are other sections included in this guide you may wish to omit. Certainly you will pick and choose among the questions posed to fit both the purpose of your study or compendium and the community in which you live.

Part I

HISTORY AND TRADITIONS

1) Why and when was the first school in your community established? Under whose auspices? Where was it? What was it like? How have goals for education changed since then? How was the first school funded? Have local and state responsibilities for funding and other school functions changed since then? Are there interesting facts or stories about this first school? What changes have there been from then to now in character? enrollment? composition of student body?

2) How are the buildings named? for people? locations? Do students in the buildings have any knowledge of the reasons for the school names?

3) What are the school traditions? Or practices and special areas in which the students take pride? How did they begin? (For example, in one school, where the building was old and run down, the pupils helped in planting a gift of shrubbery and plants and took care of them in the summer. Esprit de corps developed and continued around the improved appearance of the school.)

THE SCHOOL PROGRAM

I. GENERAL

1) Is a statement of goals and objectives of the schools available to the public? If so, who developed them? When? Have the goals been publicized? Are the schools serving only those of school age? or are school resources and facilities available to others?

2) What are state laws regarding curriculum? on accreditation? Is there a state accountability program? If so, how is it structured? What are state and what are local responsibilities? How does the accountability program seem to be working? Within the legal framework, who determines the courses of study in your schools? Have there been recent changes? If so, for what reasons? to provide for changes in the society? for young people with nonacademic interests? to be more related to the community? How is the course of study coordinated within and among schools? by whom? administrators? teachers? pupils? school board? community representatives? combinations of these?

3) What is the relationship between school system and city (or county) government? Are school district boundaries coterminous with either city or county? Are school funds part of city (or county) budget? If not, are there any joint or cooperative relationships—financial or other?

4) Within the framework of the course of study and the goals and objectives, are there opportunities for innovative approaches? for adapting courses to pupils' needs and interests? Are the teachers free to develop learning experiences around student initiatives or ideas arising from class discussion? Are curriculum restraints or administrative controls too rigid to allow for such departures?

5) What provisions are made for educating each child according to his needs and capabilities? If pupils are grouped according to academic ability, how are experiences developed to help them appreciate other kinds of abilities and to learn how to live in a heterogeneous society? Are slower as well as more academically capable pupils involved in planning and evaluating classroom experiences?

6) What kinds of training for work do your elementary and secondary schools provide? business courses? training in manual skills, like carpentry, machine shop, automotive, beautician, drafting courses? Are there programs for part-time work, part-time school attendance? apprentice or intern programs? others? What kinds of help do the schools provide to help students get summer jobs? part-time work? jobs upon leaving school? What kinds of help does the community contribute in finding jobs for those not college bound?

7) What enrichment programs are there in elementary schools? in secondary schools? special drama, art, music, speech or communications,

social studies, writing projects? others? Are these developed according to needs and interests in each school? offered in every school?

8) What efforts – student, teacher, or administration initiated – are there in the field of human relations? any in-service teacher and/or administrative personnel training programs in this area? Are materials and texts and course offerings reviewed to look for sex, race, ethnic, religious biases? Are there wide opportunities – through selection of materials, planning of curricula, learning experiences, discussion in the classroom, extra-curricular activities – for airing differing points of view and for appreciating and respecting cultural differences? Are black, Mexican-American, Indian history and culture or that of other minorities a part of school materials and class studies? Has the training for teachers included studies that would build respect for racial and ethnic accomplishments?

9) Are any of these practices or facilities used in your schools: team teaching; ungraded classrooms; flexible scheduling; year-round schools; computer, programmed, contract teaching; self-instruction and independent study projects; open classrooms; educational parks; movable walls (to enlarge space for certain activities); teachers' aides; educational television; instructional materials centers; others? If so, have they been or are they in the process of being evaluated? Are community resources integrated into the educational program?

10) In what way is continuing professional training of teachers encouraged? Are substitutes for course work allowed? If so, what kinds? Who can give approval? Are there opportunities in a school or the system for regular discussion and exchange among teachers about the curriculum? teaching methods and ideas? innovations? cooperative efforts? Are there discussion meetings for teachers in same subject areas – reading, math, social studies, etc.? If so, are there opportunities in any of these discussions for student input? community input?

11) Are textbooks free? What is the policy for their selection? Do all children in the same class have identical texts? If so, how are differing levels of reading ability accommodated? If not, what kinds of arrangements are there? Are paperbacks used? Are materials of several reading levels provided in certain or all classes? supplementary materials for slower readers? for the more academically advanced? Are nontext materials – records, paperbacks, pamphlets, magazines – available in classrooms? to classrooms from school or public libraries?

12) How much money is available for instructional materials and resources? from what sources? Is there enough to last the whole school year?

13) What is the length of the school year? of the school day? Are there split sessions in any of the schools? Are there state regulations about length of school year and school day? How do your schools compare? What is the system of grade organization in your district (K-6, junior or middle school, senior high – or some other?)

II. THE PUPIL

1) How many children of school age are in your district? What is the proportion to total population? Has this proportion changed in the last five years? ten years? What proportion of school age children attends public school? private and parochial schools? Have these proportions changed in the last five years? ten years? If so, for what reasons? What are the socioeconomic characteristics of the parents of pupils in each school in your district?

2) What is the number of pupils, by grades and by schools, in your school system? What is the breakdown of white, black, other minority groups in each school? in the system? in the classrooms? Have there been changes in these ratios in the last ten years in each school? in the system?

3) Is your system a "K-through-12" (kindergarten through 12th grade) system? or does it include pre-primary classes? What are age and other requirements for admission to school? for leaving?

4) Does the state require a minimum school year? If so, what is it? Does it apply to private as well as public schools? What is the length of your school year? Who determines it? What factors are considered? Are there state school attendance laws? If not, why not? If so, are there exceptions? What are they? How are attendance laws enforced? Have causes of absence been studied? If so, what are chief reasons for nonattendance?

5) What is the dropout rate in your district? What are the causes for dropouts? How is the pregnant student treated? Have there been efforts to get dropouts back or to provide for training for them? If so, what are they? Are there private or government-financed dropout schools or street academies for dropouts? If so, has the public school system communicated with them in an effort to find out what they offer that public schools do not, why kids drop out, what seems to provide a satisfactory experience? (See SCHOOL PROGRAM, IV. SECONDARY SCHOOLS, Section 4, and SCHOOL PROGRAM, V. PUPIL PERSONNEL SERVICES AND SPECIAL PROGRAMS, Section 1.)

6) Are there provisions by which children can transfer from one school to another in your district? can attend schools in another district? If so, in either case, for what reasons or under what arrangements?

7) What kinds of safeguards exist to protect the rights of pupils?

8) Are students involved in any planning and decision-making processes—curriculum review committees? teacher evaluation? membership on school board?

III. ELEMENTARY SCHOOLS

1) What are the objectives of the elementary schools? Is a printed statement available? If it includes "training in citizenship," how is it defined? How are opportunities developed for learning how to be a citizen? Are there ways to exercise citizen responsibilities in the school and classroom? to understand student rights and privileges? to promote better understanding and appreciation of contributions of all races and ethnic groups? Do students get experience in making decisions? Is citizen education involved in classroom activities at all grade levels and for all children? If so, how?

2) Is there a pre-primary program? for what ages? What are its aims and purposes? What percentage of eligible children attend? Is work in the first grade adapted to be suitable for both those who attend pre-primary classes and those who do not?

3) What subjects are included in the primary grades? What kind of reading program is there? Is it confined only to reading classes or is it involved in every school activity? Are there special enrichment courses? (See SCHOOL PROGRAM, I. GENERAL, Section 7.) Are there special teachers for these or other courses? How is coordination worked out between specialized and classroom teachers? Is there a physical education program? If so, what kind?

4) What are sizes of classes? What is average pupil-teacher ratio? smallest class size? largest? reasons for variations? What efforts are made in individual or small-group instruction? What are the opportunities for students to help each other?

5) Are provisions made for speech training? correction of speech difficulties? reading difficulties? other disabilities?

6) How does the school report pupil progress to parents? What kinds of evaluations are used? Are scores on standardized tests reported to parents? If so, how? If not, why not? Do pupils share in the evaluation of their own progress? Are there parent-teacher conferences? If so, how often and how set up? What system of promotion is used? If program is ungraded, is progress report consistent with it?

7) What is the school policy and practice on development of study habits? on discipline? homework? work lost because of illness or other reasons?

8) How are students' rights protected?

IV. SECONDARY SCHOOLS

1) What are objectives and goals of secondary schools? Is a printed statement available? Is there a compulsory age for school attendance? What are minimum state requirements for graduation? Are there provisions for early graduation (finishing in less than four years)?

2) What courses are available? Which are required? What proportion of students' courses are required? elective? What special courses (remedial, vocational, or advanced) are available? Are the same courses available in every secondary school for those who wish them? If not, are there provisions for pupils to get them in another school?

3) Do the secondary schools meet the needs of those not college bound as well as those who will go on to higher education? How? Is there a "track system"—i.e., general, vocational, college preparatory? If so, are students free to move from one to another? encouraged to develop their potentials and not be labeled by the "track"? What proportion of the last several graduating classes has gone on to institutions of higher learning? What proportion of black or other minority-group pupils is taking a college preparatory curriculum? What percentage of minority-group graduates of the last several graduating classes who have taken college preparatory courses has gone on to institutions of higher learning? Of those not college bound, what has been the extent of employment placement? Has the school helped find jobs? Is job placement counseling available for graduates? nongraduates? for those out of school for a year or more?

4) What is the dropout rate? the number asked or encouraged to leave school? What positive efforts are there to provide education for potential dropouts? Has any evaluation been made of why students leave school? If so, have any changes been made in curriculum or teaching approaches? What is the policy toward pregnant students? Are there any schools, street academies, alternative schools, night schools, or other training resources in the community for dropouts? If so, do the regular schools shirk their responsibilities by dumping into them pupils they could help? (See SCHOOL PROGRAM, II. THE PUPIL, Section 5.)

5) At what level are students grouped by subject rather than by class? Is there flexibility within the framework? Are there ability groupings within classes? within subjects? If so, for what reasons? Is the best possible use made of teachers who are best able to work in nongrouped classes? If there is ability grouping, on what basis are teachers assigned to the "slow learners"? the "academically gifted"? the "average"?

6) What foreign languages are offered? For each language, how many years of study are available? What advanced classes are offered in science? mathematics? English? other? Are there home economics, industrial arts or career courses, commercial courses, special skills classes?

Are all of them open to both boys and girls? Is there a work-study program? What fields does it cover? On what basis are students selected for admission to any of these programs? How are such programs kept up to date in terms of use in today's world? job opportunities? Are there special remedial programs? tutorial programs? What kinds?

7) By what means is qualification to teach courses determined? course requirements or credits outlined by the state department of education? additional special qualifications (personality, experience, etc.)?

8) How are class sizes determined? What is average size? Are there significant variations? If so, for what reasons?

9) How is education for citizenship handled? in all classrooms? in special courses? in student activities? Is there any coordination among the various ways? opportunities for experiences in the school to match adult experiences in citizenship? What protection is there for students' rights?

10) What is the student activity program? Is there a student council? What areas of responsibility does it have? How are representatives selected? What extra-curricular activities are there? Are they coordinated with the program studies? If so, how? Who is eligible to join? If there are fees, how high are they and for what is the money used? What extra-curricular activities are available to any student, without special eligibility requirements? Are teacher sponsors assigned? Are they volunteers?

11) What is the physical education program? Is it oriented to the individual or to the team? In what inter-school sports do school teams participate? What kinds of intramural programs are there? Are there admission fees to inter-school sports contests? For what is this money used? What sports activities and facilities are available for girls? Are there any coed physical education classes or sports activities? What percentage of the physical education budget and plant is allocated for boys' physical education? girls'? Are there provisions for nonclass sports for those who don't make *the* team? If so, what are they?

12) How is discipline handled? Are there written rules? codes for student dress or behavior? If so, determined by whom? For what kinds of offenses are pupils suspended or expelled? What are opportunities for appeal or a hearing? What policies and procedures exist to help develop self-discipline? Do students have input into helping to solve general or specific discipline problems?

13) How is student performance reported to parents? How often? Do students participate in evaluating their own performance and progress? Are there ample opportunities for teachers and parents to confer on an individual student? What are school practices and policies on promotion? acceleration? What percentage of pupils, grades 7-12, fail? What provisions are there to help those failing or in danger of failing?

V. PUPIL PERSONNEL SERVICES AND SPECIAL PROGRAMS

1) Does your school system have a comprehensive guidance and counseling service? If so, what is its purpose? Are its functions primarily record keeping, clerical and administrative? How accessible is the service to students who ask for it? by appointment? for immediate help? How many people are employed in it? Are there trained testers (psychometrists)? psychologists? Are services of a psychiatrist available for special problems? caseworkers? How does the counseling service coordinate its services with the teaching personnel? At what grade level does the service begin? Is it coordinated with community social, psychological, health services? Is the program designed to be primarily remedial or preventative? to suggest development and educational aids to children referred? to advise on career choices? further training? Is it available to dropouts or graduates who later return for advice on jobs or additional training?

2) What is pupil-counselor ratio? How are interviews scheduled—on requests from teachers? administrators? pupils? parents? combination? What school personnel, other than the specialists, are used in counseling? Are counselors required to have teaching experience? Do they have input into curriculum planning and development? Have they had training or successful experience in human relations? How do parents, students, teachers, counselors cooperate?

3) Is there an organized testing program—for reading readiness, reading level, aptitudes, intelligence, achievement, personality characteristics—in your system? Are some of these diagnostic, used only in special referrals? If any are given to all students, at what grade or age levels are they first administered? How often are they given? What use is made of results? What provision is made for early detection of specific learning disabilities, perceptual problems, etc. and for prescribing and providing treatment? What kinds of programs—special remedial reading classes or centers, one-to-one tutoring by other students or volunteers, help with physical or emotional problems—are provided for those who have reading problems? other difficulties? Are reports and interpretations available to counselors? teachers? others? How do achievement ratings in your school compare to national and state norms? Are there marked differences among schools in your district? Any noticeable trends?

4) Are cumulative student records kept in your school system? If so, who may contribute to them? How are they used? to whom available? How is confidentiality of student records maintained? Do they include test results or test interpretation data?

5) What programs are available in your schools in special education, such as for the trainable mentally retarded, slow learners, emotionally

disturbed, brain injured, speech and hearing handicapped, physically handicapped, partially sighted or blind, homebound, other? How many students are in these programs? How many teachers? How are children selected for these special classes? Is enrollment in them optional? What space and facilities are available? Are children with learning disabilities assisted within regular, integrated classes? Is *every* school-age child served? If not, what children are not provided for? who decides? what are the criteria? Are the facilities used after school and during the summer? Are efforts made to return as many as can profit to regular classrooms? or for certain classes or parts of the day?

6) Does your school receive federal funds for special programs? state funds? If so, how much? How is it used? Are there federal funds for disadvantaged children? state funds? What percentage are these children of the total school population? Are there large numbers in certain schools? Who defines "disadvantaged"?

7) Is there a summer-school program? If so, what is its purpose? for enrichment? credit? "make-up" work? Are there fees for the summer-school program? If so, how much?

8) Does the school system follow up on what graduates do after high school – in jobs, higher education, etc.? If so, to what use is the information put? Is it used to evaluate school programs or goals?

9) Does your school provide an adult education program? If so, what courses are offered? May young people attend? If so, are they permitted to mix with "adults" or are age groups segregrated? How many are enrolled? What is minimum age for enrollment? Are these courses open to dropouts? How are costs of the program met? Are guidance and counseling services, diagnostic tests, remedial learning opportunities, provided in the adult education program?

VI. COMPENSATORY EDUCATION

1) Has your school district made a survey of culturally or socially deprived children? of children about to enter school or in school with no or little English language facility? What provisions are made to help them? How are these children distributed among the school population of each elementary school?

2) In the secondary schools, are there certain classes with unusually high percentages of specific racial or ethnic compositions? If so, why?

3) Is a compensatory education program in operation in your school system? How is it funded? What is the scope and nature of the program? How many children and adults are covered? From what sources does it derive funds? Does the school get help from the state educational agency in developing and implementing compensatory education projects? (See SCHOOL PROGRAM, V. PUPIL PERSONNEL SERVICES AND SPECIAL PROGRAMS, Section 6.)

4) What is the per pupil expenditure for the regular school students? for the child disadvantaged in any way?

5) How are the compensatory programs administered? within the present school administration? If a separate administrative structure exists, how is it coordinated with regular school administrative structure?

6) How were priority needs of the compensatory programs determined? Was test data used? How was the "low income" factor of participants determined? Who took part in setting up the program to meet the needs? teachers? parents? governmental agencies? others? Is the success of the programs evaluated periodically? How is "success" assessed? What is the primary emphasis—improvement of skills? encouragement of curiosity and initiative? development of interests and self-image? Have there been appreciable or measurable results? Are gains retained or improved in regular classroom experience? If not, why not?

7) What in-service training is there for the teacher? How are teacher attitudes toward disadvantaged pupils assessed, and, if need be, improved? Have programs for the disadvantaged been coordinated with normal school system programs?

Part II

THE SCHOOL SYSTEM

I. STATE-LOCAL RELATIONS

1) What does the state constitution say about the state's responsibility for public education? Are there other constitutional provisions?

2) What laws in your state relate to the operation, funding, and administration of public schools, qualifications of teachers, etc.? Are there special laws for your school district or districts like yours? What committees in your legislature handle school matters? school financing? How are school bills introduced? What oversight responsibility does the legislature assume over public schools and their performance?

3) What boards and/or agencies are concerned with education in your state? Are there appointed advisory bodies? If so, how are they selected and composed? What are the duties of the state department of education? Is there a state superintendent of schools (or of public instruction)? If so, what does he or she do? Is it an elective or appointive post? Does the state department of education have a system for setting up, consolidating, accrediting schools? If so, how does it work? What are the rules for accrediting? Have there been efforts by the state to consolidate school districts? If so, what success has there been? How and on what basis does consolidation take place?

4) Does the state control selection of text books for local schools? If so, how? Are school texts free?

5) At the state level, is there a cooperating coalition of organizations interested in improving education? If so, what organizations belong? Does it work principally on supporting or opposing proposed legislation? Is it a temporary, informal coalition around particular school issues or a permanent one? How is the coalition financed?

6) If the state receives federal money for strengthening state educational agencies, how and by whom is the money used? Have there been signs of improvement through use of this money?

II. SCHOOL DISTRICT

1) What are legal boundaries of your district? How can they be changed?

2) What is size (in area, number of pupils) of your district? How has it changed in the last 10-15 years—area, population shifts, pupil population, racial shifts? What are socio-economic, racial, ethnic characteristics of your district?

3) Is reorganization or consolidation an issue? How could either come about? What are the arguments, for and against? Would either require a vote of the people? Have any studies been made on "best" size of districts, of advantages and disadvantages? Is there more than one school district in your city? your county? Is there more than one municipality in your school district? Can districts be organized across county lines?

4) Is there local control (or autonomy) in fiscal matters in your district? to what extent? in other areas? Is the school budget part of the city or county budget or subject to review by either?

III. LOCAL BOARD OF EDUCATION

1) Are there legal requirements, state or local, for school board members? How many serve? How is the size of school board determined? If appointed, by whom? How are candidates for appointment selected? If elected, do candidates run as partisan or nonpartisan candidates? How are candidates nominated? Do they run from subdistricts within the school district? At large? A combination? What is term of office? Are terms overlapping? How long has each member of the current board served? How are board vacancies filled? What is vocational, sex, racial, ethnic composition? Do some members have children in the system? Does its composition reflect the composition of the community? Does each member attend meetings regularly? How is the chairman chosen?

2) Are school board members paid? If so, how much? How much time does school board membership require? Are members repaid out-of-pocket expenses for official business? Does the board have or hire professional consultants? for what services? staff?

3) How often does the board meet? Are its meetings open to the public? Does it hold hearings or provide time at meetings for citizens to speak? Does it let the public know when it meets and what matters it will take up? Do media cover school board meetings and report them regularly? If not, which meetings are reported?

4) How does your school board handle and resolve controversy? Do all sides on a hot issue get a fair hearing? On what basis are issues resolved? Is the leadership the board's? the superintendent's? a combination? Is the community given a clear and understandable explanation of decisions and why they were made? Are there avenues of appeal beyond the local board for those dissatisfied with a decision? If so, what are they?

5) What are the duties and powers of the school board? Does it make policy? If not, how is policy made? Are statements of these policies easily available to the public? Does the board make long-range studies and plans for the schools? devise ways to evaluate performance? Does the board adopt the school budget? determine school tax levies? Can it contract debts? propose referenda for levies and/or bond issues? What is relationship of school board to superintendent – independent of superintendent's influence? cooperative? acquiescent?

6) How does your board handle policies of racial balance (students and staff)? Have there been problems about desegregation? If so, how have they been handled? Have there been studies in your district of ways to achieve racial balance?

7) Is there a citizens' advisory committee for schools or a school commission or committee? If so, who appoints it? What does it do? Do its recommendations have any effect or weight? Are they publicized? What is its relationship to the parent-teacher organization? To whom do advisory committees report—to the board? the administrator? the community?

8) Are there parent-teacher or parent-teacher-student associations in your school system? What influence on their decisions, if any, do principals, superintendents or other administrators have? Is there student input? If so, how developed and maintained? What is the role of student, of teacher, of parents, of nonparents from the community in the operation of the organization? What part, if any, does the parent-teacher organization play in the operation of the schools—input into policy making? improvement of school-community relations? financial aid to school projects? other?

9) How does the board report to the public—publish minutes? agendas in advance of meetings? invite citizens to attend? hold any evening meetings? hold meetings or hearings in neighborhoods? try actively to get citizen input in other ways?

10) Are there any cooperative efforts with the local police, health departments, social services departments, planning boards, recreation departments, libraries about: prevention of juvenile delinquency? joint recreation programs? uses of school facilities in the summer? community use of school buildings and grounds and transportation facilities? library and health services? adult education? poverty programs?

11) What is local board's relationship, if any, to state department of education? to city council? county board? to an intermediate unit board or regional board, if one exists? What is its relationship to the legislature? Does it testify at appropriate legislative hearings? or only through the state association of school boards?

IV. ADMINISTRATIVE STAFF

1) How is the administrative staff of your schools organized? Is there a central office? Are there divisions according to functions—personnel, school buildings and grounds, supplies and equipment, curriculum, etc.? How is it organized and coordinated at the top level and with the principals and teachers of individual schools in the district? or on a geographical area basis (a secondary school and its feeder elementary schools, for instance?)? Who is responsible for security? How is it handled?

2) How is the local superintendent of schools selected? on the basis of what qualifications? Are there state certification requirements? If hired by the school board, for what length of time do contracts run? What are the chief duties and responsibilities? Does the superintendent recommend to the board the names of teachers and other school employees to be hired? What is the relationship of the superintendent to the board? an executive officer? a voting member? What is the salary? How does it compare with state average or with that in other districts in the state? the national average?

3) Are there deputy or assistant superintendents, other district-wide professionals? What are their qualifications, duties? What is their relationship to superintendent? to principals? to other staff? How are they chosen?

4) How are principals, supervisors, other administrative officers chosen? up from the ranks or from other systems? How many are there in your district? What are their salaries? How many have been teachers? What are their duties? relationships to teaching staff? Are those with teaching experience drawn predominantly from particular subject fields (e.g., physical education, mathematics, etc.)? Is there a business manager for the school district? If so, is the manager responsible to board or superintendent?

5) What percentage of school administrators is white? black? other minorities? men? women? Are any administrators serving as teachers?

6) What procedures are there for promotion in administrative staff? Are they in writing? Is there a list of candidates eligible for promotion? How is it developed and maintained? Is there a ranking system?

V. TEACHERS

1) How many teachers are there in the school system? in elementary schools? secondary schools? How does the number compare with that of five years ago? How does any change compare with change in enrollment? with changes in school programs? in pupil-teacher ratio?

2) What are state certification requirements? primarily teacher education courses? Are there special certification difficulties in recruiting teachers from other states? How many teachers have emergency or temporary certificates? Are school systems allowed to hire qualified part-time teachers (e.g. for half days)? If so, does your system hire such teachers? on what basis?

3) Does your system employ teachers' aides (paraprofessionals)? If so, how many? for what kinds of activities? How are they selected or recruited? Have the schools or civic organizations organized "talent pools" of citizens willing to give volunteer time to the schools—as tutors or aides, for programs in which they have expertise, as advisors, etc.? If so, what has citizen response been?

4) Does your school system have requirements for teachers in addition to those required for state certification? If so, what are they? Who chooses and hires teachers? Are any tests (e.g. verbal skills) given to new teachers? What kinds of supportive help are given to new or inexperienced teachers? Is there a pattern in new-teacher assignment? Are any efforts made to acquaint them with the community? the history of the school? its customs and traditions?

5) What is the racial and ethnic composition of the teaching staff? How does it compare with that of five years ago? ten years ago? What percentage of teachers are men? women? Are black teachers and teachers from other minority groups assigned to schools predominantly of their racial or ethnic group? What percentage of them are assigned to schools predominantly white in student population? How does the ratio of black and minority teachers compare with the composition of the community?

6) Does the system review and evaluate performance and effectiveness of teachers? If so, how often? How? Do students participate? the community? Do teachers have the opportunity to question or ask for explanations of their evaluations? Is there a probationary period for teachers new to the system? Are there provisions for tenure? If so, what are they?

7) On what basis are substitute teachers hired? paid? How does their pay compare with pay of regular teachers? Are there state and/or local requirements as to qualifications? Are substitute teachers given any kind of general briefing or orientation? If so, in what form?

8) Are there in-service training opportunities in the school system? Are teachers encouraged to take part in in-service and other professional training? Are there automatic pay raises (or differentials) based on additional training or advanced degrees? Are there kinds of work experiences that can qualify as additional training?

9) Is there a tenure law for teachers? If so, how long is the probationary period before tenure can be granted? Are contracts awarded annually? What percentage of teachers is tenured? What are provisions for dismissing a teacher? What is the annual rate of turnover in the teaching staff? What are the main reasons for turnover? How does the current turnover rate compare with that of five years ago? What are the reasons for any substantial difference? What is the average length of service?

10) What kinds of input do teachers have in making policy within the system? within a school? Are there teacher committees for such things as curriculum, counseling, evaluation, extra-curricular activities, library book selection, school building and facilities planning?

11) What is the average class size per teacher (in elementary and in secondary schools), exclusive of administrative and counseling staff? including all school personnel? number of classes per day per teacher? number of different subjects taught per teacher? How do these data compare with state average? with those of neighboring schools? What is the total amount of time per week spent by a teacher on school responsibilities (exclusive of in-service or other professional training)? What school duties in addition to classroom teaching do teachers perform—clerical? administrative? recreational? extra-curricular? parent consultation? Is teacher workload evaluated? If so, how? by whom? Is there extra pay for such things as selling and/or taking tickets at football or basketball games? chaperoning parties?

12) Does your system have "master" teachers? an association with nearby colleges or universities? practice teachers?

13) What is the local salary schedule for teachers? Are raises based on experience? merit? education or degrees? sex? grade or subject taught? extra duties? Do men get more salary than women for comparable jobs? What have the salary increases been in the last five years? Is there a state salary schedule? How does the schedule in your schools compare with other public schools in your state? region? nation? with private schools? Who determines the schedule? What part of the school budget is for teachers' salaries?

14) What provisions are there for teacher retirement? What is compulsory retirement age? earliest optional retirement age? Are there provisions for disability retirement? How is retirement system financed? Is it dependent upon annual legislative appropriations?

15) How and to whom can teachers present grievances? Are there procedures by which teachers can challenge dismissals? demotions? transfers? reassignments of duties? On what basis are transfers and reassignments made?

16) What teachers' organizations are there? local? state? national ? What are their major purposes? Is there an organization with power to negotiate contracts? If so, what is it? What items can be negotiated? What are procedures for resolving issues between teachers and administration and/or school boards?

VI. SCHOOL PLANT AND FACILITIES

1) How many school buildings are there in your school district? portable classrooms? Where are they? What is the enrollment in each school? Has any study been made of overcrowding and under use? Is the ratio of pupils per classroom in all schools comparable? How often are school boundaries reviewed? Have any been revised recently? If so, why? Can a pupil enroll in any school in the district? If so, on what basis?

2) Are there state school building requirements? If so, what are they? Have they been updated to allow for new types of construction and arrangements? Are there any ways by which pupils, teachers, citizens can have input into planning of new school buildings and their location or of renovation of old buildings? Are there state or other inspections of buildings for health, fire, safety, other?

3) How old are the school buildings? Are any, old or new, substandard by state law or local standards? Is there enough space so that double shifts are not required? If not, have any year-round school plans or schedules been considered? Are rooms in the schools being used for purposes other than those for which they were designed?

4) In which schools are there assembly rooms? home rooms? resource or special instruction rooms? lunchrooms? libraries? science labs? gymnasiums? lecture or theater rooms? shops? rooms for homemaking arts? art rooms? music rooms? rooms for use of teachers? for teacher-student conferences or counseling? parking facilities for cars and bicycles? ways to divide or join classrooms (sliding panels, etc.)?

5) Do all classrooms meet state or local standards for heating, lighting, ventilation?

6) Who is responsible for building and maintenance supervision? What is the cleaning and painting schedule for each school? How are maintenance funds allocated and administered? Is school damage other than normal wear and tear a major factor in maintenance costs? If so, have there been successful efforts in the system or any school to reduce such damage? If so, what are they? any help from the community in such efforts?

7) What safety provisions are there? Are the buildings fireproof? Do all doors (to the building, in classrooms, all rooms) open out? Are there state or local regulations on numbers of toilet rooms, showers, drinking fountains? Are these well located, sanitary? Is the drinking water safe? Are there first-aid rooms?

8) What studies are under way to plan future building needs? Is the city, town, or county planning department involved? How are population trends determined? analyzed? Is there a capital planning program?

How is it funded? Are new buildings and sites planned with enough flexibility to allow for new ideas in educational activities, such as closed circuit television, team teaching, ungraded classes? for community use of playgrounds? other community uses?

9) Who is responsible for the building program and future planning? Are services of an architect available? Are ideas of teachers, the community, students sought in planning of schools? Is school building planning coordinated with city or county planning and park boards for best land use, safety, cooperative use?

10) Who is responsible for site selection? erection of buildings? For letting of contracts for school buildings and renovations? Are contracts let on basis of competitive bids? In site acquisition and new school planning, is racial balance or desegregation through redistricting or school-park complexes considered? Is the racial and ethnic composition of the various areas of the city considered?

School Grounds

1) Are there size requirements for school grounds? If so, on what are they based? How do your schools measure up? Is there enough playground space? In these areas, how does your school compare with state averages? with neighboring schools? Is it available for use after school, weekends, summers? If so, what supervision is provided?

2) Are school grounds planned for children of various age levels? What equipment is provided? Are there playground toilets? If not, is it possible to make building toilets available for use when school is not in session?

3) Are the school grounds well maintained? attractive?

Equipment and Supplies

1) Who is responsible for selection, purchase, care of equipment and supplies? What method of purchasing is used? competitive bidding? other? Have new methods of purchasing been investigated? Do essential supplies reach schools in time? Is money allocated to individual schools for textbooks and teaching materials? If so, how does the system operate?

2) Are there individual desks or chairs and tables in the classrooms? Are they adjustable? movable?

3) What equipment is there for physical education? laboratories? industrial arts training? business and commercial classes? art and music? foreign language training? Is there audio-visual equipment? electronic teaching equipment? Are there record collections for special instructional purposes? How is this equipment purchased? Are there educational or resource centers for use of two or more schools? Are there inter-public-school cooperative and/or sharing efforts?

4) Are textbooks and instructional materials supplied without charge or through pupil fees? Are any fees charged to pupils for books and supplies, towels, laboratory or breakage fees? other? Are these supplies adequate? in stock at the beginning of the year? provided for those who enroll during the year?

5) What materials, such as paper towels, soap, writing materials, are supplied by the school?

6) Are any supplies, equipment, or services provided by parent-teacher groups? Is the school budget affected by such gifts? Are there ways for less affluent school communities in the system to get the same benefits?

Special Facilities and Services

1) What library services are there in elementary schools? secondary schools? Are there cooperative library services among schools? with public library? Is there periodic evaluation of library and reference resources? If so, by whom? Who is responsible for ordering and selecting books?

2) What is annual amount spent on library books? library book-pupil ratio? librarian-pupil ratio? Do facilities and school library meet standards of American Library Association?

3) What health services and instruction are provided? Is there a school nurse? Are children given regular physical examinations? dental inspections? Are services of dentist available? Are teachers and school employees required to have physical examinations? If so, how often?

4) Are services of a psychologist available? speech consultant and speech therapists? social service worker? counselor?

5) Do schools have lunchrooms or cafeterias? If so, how are they financed, managed, supervised? Who plans the meals? Are lunches in the federal school lunch program? some other program? subsidized? If so, what are the criteria for participation? Is there sensitivity in handling so as not to label or embarrass participants?

6) What kinds of recreational facilities are there? sports programs? (See SCHOOL SYSTEM, VI. SCHOOL PLANT AND FACILITIES, Section 9.)

7) What safety precautions are there? Are there fire and other disaster drills? Are student or other street patrols provided before and after school? adults for playground supervision at recess, noon hours, etc.? (See SCHOOL SYSTEM, VI. SCHOOL PLANT AND FACILITIES, Section 7.)

8) What are state laws and local ordinances regarding transportation of children? If there is bus transportation, who provides it? How is it financed? Do school buses meet legal requirements? How often are they inspected? What are qualifications of bus drivers? Are traffic laws strictly enforced—in school areas? regarding stopped school buses?

VII. SCHOOL FINANCE

Federal-State-Local Relations

1) What is spent on K-12 public schools in your state? What part is funded by the state? by local funds? by federal funds?

2) How much did your school district receive from state funds for all school purposes last year—amounts received, if any for capital expenditures? from foundation program* or basic or minimum aid? from reimbursement on transportation? for industrial arts or career education? for mentally or physically handicapped children? for the educationally or culturally handicapped? for federal lunch programs? other? What money for what programs from federal funds?

3) What percentage of school budget comes from local funds? state funds? federal funds? How much of state's share of general federal revenue sharing was put into education? Did any local revenue sharing funds go toward capital expenditures for schools?

4) On what basis is general state aid to public schools distributed? Is part of it in the form of a flat per-pupil grant? How is the formula for aid designed to equalize disparities in resources among districts? Are there considerations for: differences in costs between elementary and secondary schools? differences in school populations (i.e., numbers of socially or culturally deprived children)? differences in school costs and living costs among areas in the state? Are state funds available for special school programs or purposes? If so, what are they? Does your school get money from these special funds? If so, from which ones?

5) Are loans available from the state for school construction? under what conditions? If there are funds for such loans, has your district borrowed from them?

Local Revenues and Expenditures and Fiscal Management

1) What is total operating school budget? How much—in amount and percentage—goes for: administration, instruction, operating and maintenance, services, fixed charges, insurance, repairs and replacements, capital outlay (including debt service and amortization)?

2) Is the budget presented or put together in such a way as to indicate or outline priorities or goals? How and when is the budget publicized? Are there open hearings during the development or presentation of the proposed budget? Are there separate budgets for each school or are all under one budget? How are budgeted programs evaluated? Are there attempts to determine if goals have been achieved?

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*a supplement from state funds to a school district whose property-tax resources cannot meet a determined minimum per-pupil amount.

3) Who is responsible for school accounting and auditing? What budgetary and fiscal powers does the school board have under state law? Are there studies on ways to lower costs or keep them constant without sacrificing quality?

4) What are the local tax sources? What part of the local tax dollar is spent on schools? What is the amount of assessed valuation (property tax base) in your school district per pupil? How does this figure compare with that in other school districts in your state? How does the millage levied (tax rate) in your school district compare with that in other districts in the state? Are ratios between real and assessed values uniform in your district? among taxing districts in the state? What governmental unit sends out the school district tax statement?

5) Is it possible to secure additional school funds from local sources? How (raising tax rates, reassessment of property, new kinds of taxes, other)? Are there state restrictions on local taxing or borrowing powers? If so, what are they? Are they statutory or constitutional limitations?

6) What was per-pupil expenditure in your school district last year? How does it compare with other districts in your state? with national average?

VIII. SCHOOL AND COMMUNITY

General

1) If your school board is elected, how many voted in the last school board election? on last school bond issue? What is the record of public support of school bond issues over the past five years? or ten? on millage increases?

2) Is there good reporting by the media about school elections? bond issues? school-community issues? other? Could it be improved? Does the school board hold open meetings? If so, how many citizens attend? How many attend budget hearings? If there are occasions when a large number attend, what are the reasons?

3) How do the schools keep the public informed about programs and policies? Are there citizens' advisory committees? If so, how are they set up and what are their functions? To whom do they report? Are there ways for the parents, teachers, other citizens, pupils to have input into planning, goals, objectives, in the schools?

4) What kinds of cooperative efforts exist between the schools and the local government on school funding, problems of dropouts and juvenile delinquency, recreational programs? Are there efforts to involve the police and fire departments in safety education? to create better understanding between pupils and these departments? If so, what kinds?

5) Are school buildings and grounds used for community purposes? If there are restrictions, what are they? (See SCHOOL SYSTEM, VI. SCHOOL PLANT AND FACILITIES, Section 9.) Are schools used for parent education after school hours? What services, if any, are offered to adjacent neighborhoods or the community—educational, cultural, recreational, exchange-of-ideas programs?

6) Are there efforts to involve citizens with special skills in the schools—enlisting a skilled carpenter to come into a wood-working class to talk with the pupils about what they are doing or persuading someone from a civic organization to work out a project in government or arranging a day for professional and business men to talk about job opportunities and requirements to those students with career interests? others? How is the parent organization involved? other local organizations? nearby schools of higher education?

7) Do the schools (administration, school board) involve parents, students in policy decisions affecting schools? discuss problems with parents, parent-teacher organizations, community groups, citizens' advisory committees?

8) What other schools (private, parochial) are in your school district? How many children in your district attend them? Are there cooperative programs existing among them and the public schools? reciprocal sharing of facilities?

Decentralization and Community Control

1) Are there or have there been efforts to decentralize the administration in your school district? If so, have they been successful? What are the reasons for these efforts?

2) Has the school system made a study of community control and decentralization? or is it making such a study? If so, are teachers involved or consulted? teachers unions or associations? individual citizens or citizen groups?

3) If there are decentralization projects in effect, how are they being funded? Are formal or informal arrangements involving the community a part of these projects? In what areas is community control autonomous or semi-autonomous? in hiring? curriculum planning? contracting? other? Has there been evaluation of the success of decentralization? If so, what have been the advantages? disadvantages?

SOURCES AND RESOURCES

ORGANIZATIONS AND GOVERNMENT AGENCIES

(In addition to the sources listed, your own state departments of education are good resources, not only about schools and standards in your state but in other states. The departments of education in universities and colleges in your state are also excellent sources of information. Many city school systems are trying a variety of approaches to improve the educational process, for example, in Denver, Colorado; Milwaukee, Wisconsin; Philadelphia, Pennsylvania.)

ADVISORY COMMISSION ON INTERGOVERNMENTAL RELATIONS
726 Jackson Place, N.W., Washington, D. C. 20575
Publishes materials on school finance, teacher training. Publications list upon request.

AMERICAN COUNCIL ON EDUCATION
One Dupont Circle, Washington, D. C. 20036
Publication list upon request. (Most references related to higher education.)

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington, D. C. 20016

Publishes a magazine and materials for preschools and elementary schools. Publications list upon request.

CENTER FOR URBAN EDUCATION, The Library
235 East 31st Street, New York, New York 10016

Special problems of urban schools—decentralization, needs of disadvantaged children. Publications list upon request.

EDUCATION COMMISSION OF THE STATES
Suite 300, Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Publishes reports of the project, National Assessment of Educational Progress.

NATIONAL COMMITTEE FOR SUPPORT OF THE PUBLIC SCHOOLS
Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044

Material upon request.

THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 16th Street, N.W., Washington, D. C. 20036

Publishes a large number of general surveys and studies. A large number of organizations affiliated with the NEA, many of which have the same address, also publish, among them: American Association of School Librarians, American Association of School Administrators, Association for Educational Data Systems, Association for Supervision and Curriculum Development, Rural Education Association.

Publishes a publications catalog annually. Lists publications of divisions and affiliated organizations and how to order.

NATIONAL SCHOOL BOARDS ASSOCIATION
State National Bank Plaza, Evanston, Illinois 60201

Provides school board members with information on how to develop written policies, select a superintendent of schools. Publications list upon request.

OFFICE OF EDUCATION, U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
400 Maryland Avenue, S.W., Washington, D. C. 20202

Excellent source of publications on guidelines, standards, statistics, compensatory education.

URBAN INSTITUTE
2100 M Street, N.W., Washington, D. C. 20037

A large number of books focusing on financing of schools. Publications list upon request.

SUGGESTED READINGS

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PARENTS ORGANIZING TO IMPROVE SCHOOLS

A PARENTS' NETWORK
Publication of

THE NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION
COLUMBIA, MARYLAND

PREFACE

Happy Fernandez is the author of "Parents Organizing to Improve Schools." Her belief that parents possess talent and dedication which should be tapped and developed in improving the quality of education which children receive convinced us that she was the person to write a basic handbook for parents. We admire what she has produced and with pride add this handbook to the growing list of NCCE publications planned and developed for parents and citizens.

With three boys in the Philadelphia public schools. Happy Fernandez has provided leadership in and worked with other parents to establish several parent organizations including the Parents Union for Public Schools in Philadelphia (a city-wide, independent, action-oriented parents organization), the Powelton Mantua Educational Fund (a neighborhood based community organization working for better public schools), and the Children's School (an alternative public school for children ages 3-8). She is presently the eastern field representative for NCCE's Citizen Training Institutes. She also teaches in the Child Care Department at Temple University.

NATIONAL COMMITTEE FOR
CITIZENS IN EDUCATION
March, 1976

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INTRODUCTION

Do you want to know how to organize an effective parent group? How to develop a plan of action that gets results? How to deal effectively with school officials? How to make a parent organization work? How to develop leadership, plan meetings, use funds and find resources?

It is to answer these questions—and many others—that this handbook has been written. It is directed towards parents who are concerned about their children's education and about the environment in which that education takes place, and who have organized—or would like to organize—a *parents'* group that can make a positive contribution towards improving conditions at their children's schools.

Parents *do* have *rights* in the education of their children—and not only human rights, but legal rights, as well. And, by their own activity, parents can do much to enforce and extend these rights at the schools their children attend.

The focus of this handbook is the smallest unit of parent organization—*the parent group at a school*. We have chosen this focus for two reasons: because it deals with the issue that strikes closest to home for every parent—his or her own children's schooling; and because the local school group is the basic unit on which city-wide and state-wide parent organizations are built.

Parents who want their local group to be effective may have to start organizing from the ground up; their school may have no parent group. They may have to revitalize a parent group that has become lifeless. Or they may have to work to redirect the energies of the existing parent organization.

Whatever the specific situation or needs, this handbook should be helpful. It is based on techniques and approaches that *have worked*—and are working—in communities throughout the country and in schools from kindergarten through high school, and that are effective in dealing with a wide variety of very different kinds of problems and circumstances.

The question and answer format we have used is designed to make the handbook easier to work with. It enables you to go directly to the section that speaks to the particular problem that concerns you at any given time. You'll find some very specific suggestions and checklists; you'll also find some general guidelines. So pick out pieces that are useful. Adapt ideas to fit your situation. Don't feel discouraged if things don't run as smoothly as words on paper might suggest. People and handbooks are two different things. And don't be surprised if you make mistakes, but try to learn from them. Growing pains are to be expected. This handbook has been developed on the basis of what has worked for parent groups. It may help you avoid some of the pitfalls and grow faster.

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From: Parents Organizing to Improve Schools
National Committee for Citizens in Education
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Columbia, Maryland 21044

CHAPTER 1

STARTING FROM SCRATCH

This chapter is for you if you want to find out how to begin a parents' group. There may already be a parents' organization in your school. You can find out if there is by asking the principal. But if there is no such organization—or if, after you have attended some meetings and done some work with the established parents' group, you feel that another group is needed, this chapter should help you on the very first steps. Obviously, you may not have to go through all the steps proposed here. And if you prefer one suggestion to the others, try that one first.

IF YOUR CHILD IS JUST BEGINNING PUBLIC SCHOOL OR IF YOU ARE NEW IN THE NEIGHBORHOOD, HOW CAN YOU FIND OTHER CONCERNED PARENTS?

1. Ask your child's teacher for the names of other parents in your child's class. Perhaps you could arrange for a pot-luck supper or after-school meeting with them.

2. Attend Board of Education (or School Board) meetings and see if other concerned parents are there.

3. Write a letter to the editor of your community newspaper asking other concerned parents to get in touch with you. And read your local newspaper for news of parent groups.

4. Ask the librarian at the school or the public library for names of other people concerned about public schools in the community.

5. Contact community organizations to find other interested persons. If these organizations do not have Education Committees, see if you can begin one.

ONCE YOU HAVE FOUND A FEW PEOPLE TO WORK WITH, HOW CAN YOU INVOLVE MORE?

The first step is for your small group to discuss the issues that concern you, as outlined in Chapter 2. Then look for other concerned parents by calling an open meeting. A flyer is a good device for letting interested parents know your plans. It might read as follows:

> CONCERNED PARENTS
> Let's Work Together for Quality Education
> Come to a Meeting
> Tuesday Night, December [illegible] at 7:30
> At the home of Mary [illegible]

See if the principal will send a copy home with each child. If not, post copies in stores, churches and community centers and hand them out to students as they leave the school grounds. Or try personal contact by telephone, by going door-to-door, by making an announcement at other community meetings. See if the local radio station will make a public service announcement.

HOW DO YOU DECIDE IF A NEW ORGANIZATION IS NEEDED OR IF IT WOULD BE BETTER TO WORK WITH THE EXISTING GROUP?

Before you decide to form a new organization, there are some questions you should consider:

1. Who controls the established organization? Parents? Teachers? Principals? Who selects the leadership? Who votes on important issues?

(If you want your group to be controlled by parents, it would be a good idea to follow the lead of many successful parent organizations, which give voting membership only to the parents or legal guardians of children in the school, and offer non-voting, supporting membership to all other interested persons.)

2. Is the existing organization afraid of or not formed for action?

(It may have other purposes: social, fund-raising, or doing what the principal wants.)

3. Has a clique or inside group gained such control that new people cannot work their way into leadership positions?

(Check the by-laws. Find out how elections are run. A democratically run organization holds regular elections by voting members; it makes voting membership easy to attain; it offers a choice among candidates.)

If the established organization is a parent/teacher group, you should consider these questions, also:

(a) Do parents control the decision-making and selection of leadership? Who has voting membership?

(b) Do the teachers have a union and building committee to represent their interests? If so, should the parent association speak for parent interests?

(c) What happens when teachers' contracts are up for renewal? Do parents have an effective voice in safeguarding the interests of their children? Who controls the parent/teacher association if a strike is threatened—the parents, or teachers, or principal?

HOW DOES A NEW PARENT GROUP ESTABLISH ITS IDENTITY?

The primary goal of a parent group should be recognition by other parents that it is an effective organization working to benefit the children at your school. Recognition by school officials should be a secondary question, and it will come only after or as a result of being known as a voice for parent and student concerns. The best way to establish your identity is to take *action* that improves the quality of education at your children's school. That means:

1. Winning one issue at a time—having a track record of small victories for children and parents.
2. Always being well informed.
3. Being persistent and committed to hanging in when the going gets rough.
4. In addition, it is important for the group to have a name and mailing address so that school

officials and parents can get in touch with you, and, as a publicity device, it is a good idea to use buttons or bumper stickers with the group name.

IF YOU SET UP A NEW ACTION-ORIENTED ORGANIZATION, HOW SHOULD YOU RELATE TO THE ESTABLISHED GROUP?

First, see if the existing organization is interested in the same goals as you are. Perhaps it can be turned into an activist group, or perhaps your group can become its action committee. If these things are not possible, you should nevertheless try to explain your goals to its members. Encourage their suggestions, making it clear that both groups are needed and have roles to play. Point out that all parents have the same aim—good education for their children—and that you do not want to compete as rivals.

Parents should never fight publicly with one another. They should present a united front to the system. Do not allow anyone or anything to set you fighting each other, thus diverting your energies and attention from children's needs. Keep your own group focused on action and do not waste energy fighting other parents.

WHAT ARE THE FIRST STEPS IN ESTABLISHING AN ORGANIZATION?

Taking *action* to improve the quality of education is the most important first step, but there are other organizational tasks that must be done at some point.

1. **Select leadership:**

   After giving notice, preferably by mail, and giving people sufficient time to be able to plan to come, elect leadership. Select *functional* officers, not figure-heads or empty titles. Three jobs that must be done are those of the

   A. *Chairperson*—to call meetings and keep in touch with the overall operation.

   B. *Secretary*—to keep minutes and written records.

C. *Treasurer*—to keep careful financial records.

A new organization may want to elect or select its leadership for short terms (three months, for example) so that if the individuals chosen do not develop the needed leadership abilities, new people can step in. Some groups try a rotating presidency at the beginning, to keep the group flexible and to allow the "best" leadership to emerge. Avoid getting locked into the trap of having the organization live or die on one individual's success or failure. A healthy organization often has shared leadership and develops an ever-renewing supply of leaders. But it is also important to allow for organizational stability through some re-election of solid leaders.

2. **Choose a name:**

The choice of a name should be a group decision, and the name itself should reflect the goals or special role of the group. It should be short and easy to say, and should catch attention. Some names of parents' groups are: Parents United; Parents Union for Children; Advocates for Children; Our Kids; Parents for Better Schools; Parents for Education.

3. **Find a meeting place:**

If possible, try to meet in a public place—the school, a church, a community organization clubhouse, a library. Under certain circumstances, you may want to meet in a home.

4. **Do *not* concern yourselves immediately with by-laws.**

Worrying about by-laws early in the game can sap the time and energy the group should be spending on planning, action, fact-finding, and talking with other parents. Agree on rules as the need arises instead of spending long hours on the wording of by-laws.

5. **Incorporation can also be dealt with later.**

Do not concern yourself with this question until your organization has developed a record of accomplishment, and until you have found a lawyer who will do the necessary work for nothing or at cost.

SAMPLE LIST OF SCHOOL PROBLEMS

A. Kids don't like school.
B. Our school has a run-down, shabby appearance.
C. The attitude of the principal is poor.
D. One teacher belittles my daughter and her friends.
E. The lunchroom is overcrowded and unpleasant.
F. One office secretary is rude to parents and students.
G. The teachers' union contract gets in the way of class scheduling.
H. The children are not achieving.
I. The bathroom on the second floor is in bad condition.
J. The principal is too busy with administrative details and outside meetings.
K. Students don't behave—lack discipline.
L. Students and parents never know what is really going on.

CHAPTER 2

ORGANIZING FOR ACTION

Action that improves the quality of education is the goal of a parent group. There are four steps that must be taken if parent action is to be effective:

1. *Identify Problems*
2. *Set the Action Goal*
3. *Plan Strategy*
4. *Evaluate*

STEP ① IDENTIFYING PROBLEMS

1. LIST THE MOST PRESSING PROBLEMS AT YOUR SCHOOL. Find out what your concerns are, where the problems lie. LISTEN to each other.

Ask each member of the group to help brainstorm to discover problems. Do not stop to discuss each problem—just briefly state it and write it out on a blackboard or on a sheet of paper large enough so that everyone can see it. (This helps focus the group discussion so that it does not turn into a "gripe" session.)

Record each problem that is mentioned on a blackboard, a poster board, or yard-length sheet of paper. (Write big so that everyone in the group can see the writing. And stay as close as possible to the original language in which the problem was described.) Suppose your list looked like the one on the following page.

Another way to begin to identify problems is to use the checklist on the following page—"How Good Is Our School?"

HOW GOOD IS OUR SCHOOL?

______ Does your child like to go to school? Why? Why not?

______ Does every pupil who reads poorly get extra help?

______ Are the individual learning needs of each student met?

______ Does the principal know students by name?

______ Does the principal know what's really happening in the school?

______ Does the principal like parents to visit at all times?

______ Do teachers believe and expect that every child can learn?

______ Do teachers ridicule or yell at students?

______ Do teachers contact parents before problems get big?

______ Are student records available to parents upon request?

______ Is there gossip about or unauthorized access to student records?

______ Are students frequently suspended or expelled?

______ Is the school like a jail or is it an exciting place for learning?

______ Is there a choice of programs and approaches to teaching?

______ Is the school clean and well kept—inside and out?

______ Are the bathrooms clean and do they have paper and soap?

______ Is the lunchroom a pleasant and relaxed place to eat?

______ Is there a parents' handbook and a student handbook which explains the rules, etc.?

______ Are the hallways decorated with students' art and written work as a way to show that students' work is valued?

______ Does your child's school have the same number of teachers and the same amount of supplies as other schools in the district? [illegible] by districts?

______ Is discipline maintained in the classroom and on school grounds?

Do you have any suggestions of ways to make the school a better place for your child, and all children?

(Persons planning the meeting could add questions relevant to a particular school. You could also add spaces for varied responses. Yes ______ No ______ Sometimes ______)

2. SELECT ONE PROBLEM to zero in on and **AGREE** to work as a group to solve one problem at a time.

Since a group cannot solve every problem immediately, make an agreement to work together—to set priorities and concentrate efforts.

On a separate sheet of paper or on the blackboard list the following:

Criteria that the group can use for selecting the main issue.

(a) *Is it a problem that is URGENT in the school?*

It is easier to generate feeling and action around an urgent, highly visible problem. It's a good beginning spot.

(b) *Is it a problem that UNITES the parents in the group?*

Avoid divisive issues, especially when the group is new. Instead, select issues on which there is basic agreement. For example, all the members of the group would probably agree that students and parents should have some choice about the kind of education the school provides. But there might be deep differences of opinion as to the best curriculum or approach to learning.

One uniting issue might be that of parents' rights (see pages 48 and 49).

(c) *Is it a problem that THIS group of parents can do something about?*

Looking at the sample list of problems on page 10, a group of parents could get the second floor bathroom repaired (Item I), but would probably not be in a position to change the teachers' contract (Item G), at least not immediately. Changing the teachers' contract would be a long-range goal and probably would need a coalition with other groups.

(d) *Is it a problem that INTERESTS ME (each one in the group)?*

Solving the problem should give every member of the group some "pay-off," in the sense that everyone feels gratification or sees some evidence of an improved educational situation for the children. Those group members who don't get some satisfaction out of working on the problem will drop out sooner or later.

(e) *Is it a problem that is O.K. for me and for this group to work on?*

If working on the problem raises conflict of interest questions for too many members, they may quietly back off. For example, if the rude office secretary is the wife of the employer of many parents in the group, or the wife of the minister of the main church in town—these conflicts would have to be very honestly and directly discussed before selecting it as the first problem.

(f) *Is it a problem that is WINNABLE?* Can you succeed in a reasonably short period of time?

Win some small, specific changes—then tackle some of the harder ones. Solving a problem builds group solidarity and provides the momentum to attack tough problems. For example, parents could deliberately decide to get the bathroom fixed as a first step because that problem is "winnable" in a short period of time.

(g) *Is the problem a SYMPTOM or a ROOT CAUSE of low quality education?*

Sometimes a new group deliberately will decide to work on a problem that is a symptom rather than a root cause because it is usually easier to cure a symptom. However, the group should be aware of this, and should not be under the illusion that curing the symptom will solve the fundamental problems.

STEP ② SETTING THE ACTION GOAL

It is vital for the group to state and agree on two major points:

What you want changed.

When you want it changed.

After you have selected the main problem to be worked on you may need to *assign people to get the facts* before setting your *action goal* and *plan of action*. (See chapter 3—Knowledge Is Power).

The same criteria for selecting the problem should be used to define and zero in on the action goal. (See page 13).

[illegible]

Defining an action goal is no easy task, and as the group begins to get more specific and move toward a plan of action, disagreement may surface. The group may need to pause and reassess:

> Is everyone clear why *this* action goal should be pursued?
>
> Can everyone still "buy into" trying to solve it?
>
> Is the action goal specific enough to produce some results fairly soon?

[illegible]

STEP ③ PLANNING STRATEGY:

Develop a short-range set of action plans—concrete first steps and more generalized next steps.

Fact finding is usually the first step in a plan of action. It serves to acquaint members of the group with the nature of the problems and also prepares the group to plan the best strategy. Do not get locked into a plan of action that does not consider new information.

In our example, the group would come to the next meeting to report the results of their fact-finding:

[illegible]

Discuss alternative ways to resolve the problems and then *choose an action* plan that will secure the most immediate results.

In this case, the group might decide on the following:

1. [illegible] day with the principal (at 3:15 or 4:15 so that working parents can attend.
2. Mrs. [illegible] will promptly [illegible] parents of the class.
3. At the meeting, the parents [illegible]
4. After the first meeting [illegible] the group [illegible]

You will notice that the *plan of action* is very specific, with people assigned to specific tasks, with dates and times clearly agreed upon, with flexibility and a chance to report back and agree upon next steps.

Each time the group meets, the following should be discussed:

What *new information* do we have that affects our plan of action?

What do we need to *know* or *do* next?

Who will take responsibility for each task?

When do we want these tasks accomplished?

If these questions are asked, no one will leave a meeting that has been "just talk," and no action.

STEP ④ EVALUATING:

Evaluating is simply finding out what has happened. What have we accomplished? What do we need to do next?

Get regular *feedback* from the group by asking:

How are we doing as a group?

Is everyone in agreement with what we're doing?

What did we do that was effective?

What mistakes did we make?

Self-evaluation is important for building a strong group. As much as 20% of the group's time should be allowed for this kind of feedback. It helps the group see where it is. It gives members a chance to air feeling (positive and negative) directly in the group instead of "back-biting" over the telephone or after the meeting.

This may seem risky and scary at first; you may be afraid that conflict and disagreement will split the group. But in fact, groups are more likely to dissolve if hurt feelings or differences of opinion are ignored or allowed to fester under the surface—with some people dropping out or others hanging on until there's a "blow-out."

In a group of 10-20 people (more than 20 may want to divide into sub-groups), the leader of the group may suggest that each person take a minute or two to respond to the question. "How are we doing as a parent group? Are we being effective?"—with *no* comments or discussion of the points made. *The leader must firmly insist that this rule be obeyed until everyone has had his/her say.* This allows everyone to speak and be heard without fear of being criticized and it also gets all the feelings out on the table.

A number of negative feelings may surface. But don't be surprised at the positive ones. You're also likely to hear:

> *I see now that I need a parent group if I'm to be effective;*
>
> *I've learned how to ask the right questions;*
>
> *I used to think no one else cared. I see now that's not true.*

FEEDBACK IS A NECESSITY, not a frill.

CHAPTER 3

KNOWLEDGE IS POWER

Getting and using information is the basis for effective action. As a group and as individuals parents must develop fact-finding skills if they are to improve the schools.

HOW CAN YOU GET IMPORTANT INFORMATION?

1. Ask **school officials** for a *copy in writing* of any school policy or budget information etc., you may need. Ask the principal first. If necessary, go up the chain of authority to the superintendent and Board of Education.

Make your request *in writing* and *keep a carbon copy* for your records.

2. Ask **students**, who can be an excellent source of information, about *what really happens* in the schools.

Your own children, their friends, and your friends' children or a survey of student opinion can help give an honest picture of what goes on and what is needed.

3. Identify persons on the **school staff** (teachers, custodians, the librarian, counselors, classroom aides) who are concerned about quality education and who know what in fact occurs daily in the school. *Be careful to protect your sources of information.* Never identify the persons who gave you vital information unless you have received their permission. If there is tension in the school or destructive personnel, staff members' jobs may be endangered if they "talk out of school." Moreover, there are limits to what even the best-intentioned

staff members can do. A teacher, for example, can raise questions and push for change "through channels" but in the end is a school employee and subject to dismissal. However, a parent group can ask questions, make demands, and push for changes as consumers and citizens without fear of losing their jobs and with independent power in their hands.

4. Find out what is happening in **other school districts** by visiting the schools (usually call first to make an appointment) or by making contact with parents in other school systems.

5. Write the **State Board of Education** and/or Chief State School Officer (Secretary, Commissioner, or Superintendent of Public Education) (see list of addresses on page 30) for specific and general information to double check what you find through other sources. For example, you may inquire about policies and programs in other school districts in the state.

6. Write to **national organizations** that can supply independent sources of information and ideas on what other parent groups are doing. Among the organizations that can help are:

- National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044. Toll-free call 800—Network.
- Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215.
- Childrens Defense Fund, 1763 R. Street, N.W., Washington, D.C. 20009.
- Lawyers Committee for Civil Rights Under Law, 733 15th Street, N.W., Suite 520, Washington, D.C. 20005.
- National Coalition of ESEA Title I Parents, 416 W. Sixth Street, Wilmington, Delaware 19801.
- National School Boards Association, 800 State National Bank Plaza, Evanston, Illinois 60201.

WHAT IS THE BEST WAY TO ASK FOR INFORMATION FROM SCHOOL OFFICIALS?

1. *Make requests in writing* whenever possible and keep a carbon copy of all requests—even those that are handwritten.

2. *Do not hold back for fear of seeming nosey.* You are not sticking your nose in other people's business. Your children's education and the way the public schools are run are your business. They're your children and it's your tax money that enables public schools to exist. School officials are hired as your public servants. In fact, it is their responsibility to inform you, the public. Parents have a right to know all that the educators know.

3. *Do not be put off by vague answers.* Ask the question again—as specifically and directly as possible. Sometimes school officials assume that parents don't really care to know the detailed facts or aren't equipped to handle such information. By the directness and persistence of your questions you can help educate school officials both to their responsibility to inform parents and to the fact that parents are a group to contend with. One school official told a parent organization, "We were astounded when you asked for precise figures on reading budgets for each school. No parents have ever asked for it before. But I realize you need the information to really understand the reading program."

4. *Don't be put off by educational jargon.* If you don't understand such phrases as "standardized tests," "line-item allocations," "learning disabilities," do not let embarrassment keep you from asking what they mean. Sometimes educational jargon is used to cloud the issue or to create "insiders" and "outsiders." Show your intelligence by asking questions when you don't know the terms or facts.

5. *Be persistent.* Keep asking. In one school district it took parents 18 months to get the reading scores for each school published in readable form.

6. If information is given in educational jargon, hard to read statistics, or boring technical style, find someone in the parent group or in the community (a newspaper reporter, or university teacher, a

librarian, a minister) who *can decode it into accurate and readable form* so your members can make use of it.

7. If your requests for information are consistently ignored, try sending a *certified letter*.

WHAT CAN YOU DO IF SCHOOL OFFICIALS REFUSE TO GIVE YOU THE INFORMATION YOU NEED?

Most states now have a "right to know" or "Sunshine Law," which grants every citizen the right to examine and make copies of public records of public agencies like school districts. These may include salaries of personnel, budgets, records and minutes and resolutions passed at School Board meetings, and (scores of standardized reading tests). Write to your Governor or State Attorney General for a copy of the "right-to-know" law in your state.

If school officials refuse to give you information, have them show you in writing the law stating citizens are not entitled to the information. If they persist in their refusal, inform your local newspaper and/or get in touch with The American Civil Liberties Union, 22 East 40th Street, New York, N.Y. 10016. It can provide information and advice on steps to take.

WHAT KINDS OF INFORMATION CAN PARENTS ASK FOR?

1. You can ask for any information that you need: "Sunshine Laws" usually define what does NOT have to be released.

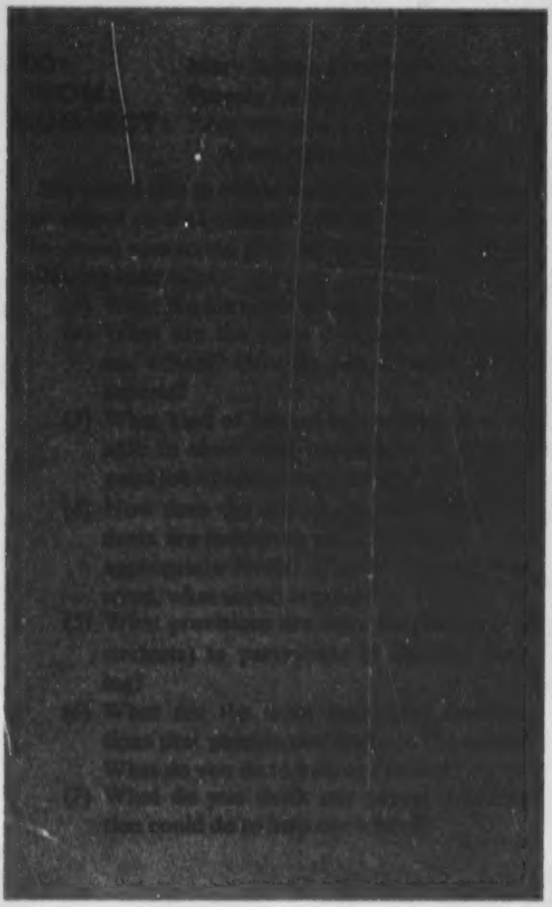
2. Information about money, decision-making power, and accountability is often vital.

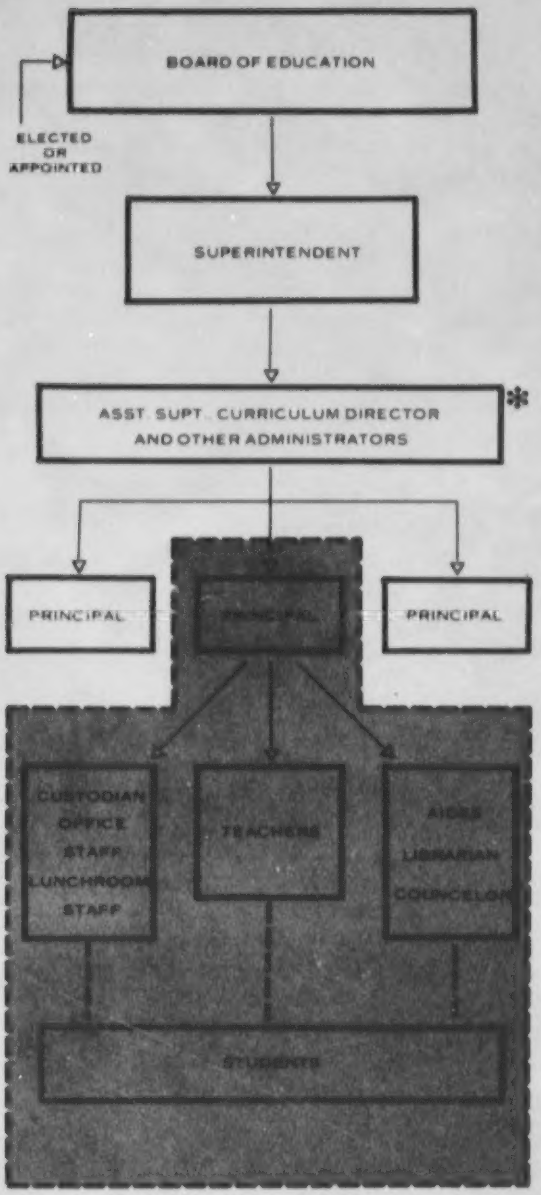
All school policies should be in writing. Ask for proof of existence of a policy. For example, policy on homework, promotion, placement in classes, early dismissal should all be in writing. A Parents and Students Handbook containing such information should be given to each parent and student.

Budgets—general and specific—are public information. It is absolutely vital to get copies of the school budget. How money is spent often shows the real priorities of a school system. Compare budget priorities with stated goals. And be sure that your school district holds open public budget hearings.

Reading scores—the results of standardized tests are especially important. Ask for school-by-school and grade-by-grade breakdowns. (Individual student scores are available only to the child's parents.)

Goals of the school—The parent group could begin the year by asking the principal for a written statement of the goals for the school—general goals and *specific goals for that year*. Every parent should be given a copy so that everyone can discuss them at a parent meeting. (see sample letter below.)




BOARD OF EDUCATION
ELECTED OR APPOINTED
SUPERINTENDENT
ASST. SUPT. CURRICULUM DIRECTOR AND OTHER ADMINISTRATORS
*
PRINCIPAL
PRINCIPAL
PRINCIPAL
CUSTODIAN
OFFICE STAFF
LUNCHROOM STAFF
TEACHERS
AIDES
LIBRARIAN
COUNCELOR
STUDENTS

**In large school districts "other administrators" may mean 25-500 people. Ask for an organization chart for your school district from the superintendent. Find out the structure in your school district. Fill in the names and phone numbers of key people.*

School Board Resolutions and Minutes—In some districts procedures have been adopted that enable parents to get and act upon information.

A. The *conferences* and executive sessions held before the public school board meeting are open to the public.

B. The *agenda* for school board meetings is mailed beforehand to interested parent groups.

C. *Copies* of resolutions to be voted upon are given to parents and citizens attending the meeting.

D. Parents and citizens can ask questions about and speak to specific resolutions *before* a vote is taken.

E. Special public hearings on the budget are held, with full notice in the newspaper and mailings to concerned citizens to invite citizen response.

F. Public notice in the newspaper is given before the Board votes on tenure for teachers.

HOW DO YOU DISCOVER THE POWER STRUCTURE OF THE SCHOOL AND SCHOOL SYSTEM SO YOU KNOW WHOM TO CONTACT TO INITIATE CHANGES?

The diagram on the opposite page shows the formal organizational structure of most school districts.

The formal power structure—who hires and fires, who is accountable to whom—is public information and should be available upon request. Make sure parents know the general structure and also the names of the persons with whom they must deal. A Parent Handbook listing the names and school telephone numbers of all staff in local schools is useful.

The informal power structure—how decisions actually get made and who wields the real power—can only be discovered by asking questions and learning through actions.

RIGHT TO INSPECT YOUR CHILD'S RECORDS

PARENTS HAVE THE RIGHT

1. Inspect your child's school record.
2. Take a parent advocate with you.
3. Have copies made of the record.
4. Have false or misleading information removed fro the record.

HOW TO INSPECT AND REVIEW YOUR CHILD'S RECORD:

Make an appointment to review your child's record. Call his/her counselor first. You may have to make an appointment with the principal.

Examine the record—Plan to spend from 30 minutes to 2 hours. Someone will probably explain the various forms to you. Then you should request, and if necessary insist that you be given time to look through the record by yourself at your own pace. Examine the back and the front of every form.

Your Rights—You have the right to take notes on material in the record. You may have copies of anythin in the record. (There may be a charge for copies.)

THE RECORD CONSISTS OF:

1. Pupil Pocket—holding an assortment of forms.
2. Test Results—which may be in the pupil pocket or elsewhere.
3. Medical Records—which are usually filed in the nurse's office.
4. Attendance Records—which may be in the pupil pocket or elsewhere.
5. Grades—Grades and teachers comments for previ ous years should be in the pupil pocket.

IN ADDITION, A CHILD'S RECORDS MAY INCLUDE:

1. Counseling Record—which is kept in the coun selor's office.
2. Psychological Record—which may be in the pupil pocket or elsewhere.
3. Discipline Record—If acquired in another school, it will be in the pupil pocket. If acquired in the present school, it will probably be in the administrator's office. You should ask to see all parts of the discipline record.

For further information or assistance contact: Parent Union for Public Schools in Philadelphia—574-0337.

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HOW CAN INFORMATION BE USED EFFECTIVELY?

1. **Inform other parents with:**

   A. *Flyers—Fact Sheets.* When using flyers or fact sheets to get information to other parents, make them factual, concise, and well organized and use clear, simple language. A sample flyer on Right to Inspect School Records is shown on the opposite page.

      (*a*) how much factual information is included on one page

      (*b*) the telephone number and address of a contact for further information is listed

      (*c*) spacing makes it readable and attractive

      (*d*) the language is simple and precise.

   B. *Newsletters.* A regular newsletter or news sheet—preferably mailed to every parent at a school—helps keep all parents better informed.

   C. *Newspapers, radio, television.* The reporters on your local papers, and radio and television stations should be provided with information regularly by mail and they should be contacted personally as important problems surface. (Facts and figures are especially appealing to them.) Put contact people on your newsletter mailing list. *Letters to the editor*—about good programs or problems—can be used to inform other parents and concerned citizens. A written press release is a good way to tell your story accurately. (Contact the National Committee for Citizens in Education for a press-media handbook.)

2. **Inform school officials:**

   A. *School Board Members*—Do not assume that School Board members are aware of problems that parents see at local schools. Help them learn by sending them information about these problems before the School Board meeting takes place. Be sure you inform every member of the Board. In some school districts, the superintendent (and administrators) like the power that control over information gives them and do not fully inform Board members.

Invite individual members of the Board to visit your school with members of your parent group

B. *School superintendent*—The school superintendent is usually faced with many pressures on his/her time and also may not be fully aware of what is happening to children in a particular school. It may be both courtesy and good strategy to send a copy of letters and documents to the superintendent also.

Presenting facts to school officials—the principal, superintendent, and/or school board—is a *must*. Some groups establish monthly meetings with the principal.

3. Use FACTS as a basis for ACTION and use ACTIONS to uncover more FACTS.

A. Some vital information can only be uncovered after taking some action first. For example, a parent group could decide to focus on repairing broken toilets and after gathering some facts decide to meet with the principal to present their demands. At that meeting they may find that the principal has—to no avail—already written at least three letters requesting repairs and feeling frustrated. He/she may welcome the parents' support and initiative and suggest that parents send a letter to the facilities repair department with a copy to the superintendent.

B. As discussed in Chapter 2, make a tentative plan of action but expect to *keep uncovering more information with each step of the action plan*. That is why it is so important to report back to the total group after taking action (such as, for example, meeting with school officials).

C. Carefully written records are critical. Keep *a log* of all telephone calls and letters to school officials, and be sure to record date and time.

D. After a meeting with school officials, write a letter of understanding of what occurred at the meeting. It can be as simple as this:

"Our understanding of the issues discussed and agreements reached at the meeting on (date and time) were:

Present at the meeting were (list names of parents and list name of school officials.)"

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CHAPTER 4

TALKING WITH SCHOOL OFFICIALS

An important part of any action plan is negotiating with school officials. Some may be valuable allies. But others may be evasive or difficult to deal with. You must expect both kinds and be able to deal with them.

HOW CAN YOU IDENTIFY AND WORK WITH CONCERNED SCHOOL STAFF?

1. It is a mistake to assume that all teachers, principals, or other school officials are "the enemy." Many are deeply concerned about the children with whom they spend five or more hours a day. Such dedicated school staff needs support and praise. It is critical to discover who they are and to build good working relationships with them.

2. Asking questions and testing people's responses to specific situations are the best ways to identify allies. Expect different allies at different times. For example, classroom teachers may be strong allies on day to day issues, but disagreements may develop when the teachers' contract is up for renewal.

3. Always focus on the *real* problem—rather than blaming the person nearest at hand. For example, the root cause of poor quality education may be the alliance of politicians and power elite who control the School Board and tie the hands of the school staff. Classroom teachers, like policemen, often get blamed because they are on the front lines and are more visible than those who may be controlling the community behind closed doors.

HOW CAN PARENT GROUPS LEARN TO DEAL EFFECTIVELY WITH SCHOOL OFFICIALS?

After a parent group has decided on the problem(s) that need to be solved and changes that need to be made to meet their children's needs, demands (or requests) must be presented to the school principal or perhaps to the School Board. At this point, you must anticipate responses from school officials which may be excuses for inaction.

Some groups role-play the situation at a planning meeting in order to get practice in responding to school officials' reasons for inaction. Two parents could be assigned to play the role of principal and counselor and given a list of ways to avoid dealing with the parents' demands. This kind of role-play gives parents practice in recognizing ways that school officials consciously or unconsciously evade dealing with parental concerns. *Practice is the best way to learn to negotiate effectively.*

The following list of possible responses that evade the issue or divert parents from pressing their problems to a solution could be used as preparation for a meeting with school officials.

We're the Experts—*We educators know best and must make these decisions. You do not understand all the complex issues involved.*

Parents must continually assert that they *do* know their children's needs and no one knows them better. School officials are paid by us to *serve* the needs of the children and the community.

Denial of the problem—*That is not a real problem in our school. Do you have any proof?*

Perhaps the school official is not aware of the problems and the parent group is serving an important role by informing him or her.

Parents should come to meeting with evidence (documented, if possible—firsthand reports of parents and students are best).

The exception—*The examples you cite are exceptions. It may be happening to just a few children; it certainly isn't widespread.*

Parents should point out that each child in the school is important and should ask the officials to prove the problem is not widespread. For example, if the problem is suspension of five children, documented by the parent group, ask for the record of suspensions at the school over the past year. Put the burden of proof on the school official. That is where it belongs, especially since parents may not have access to all records.

Blaming the victim—*With this type of student at this school, we really can't do that much.*

Blaming the child rather than the system, which itself may be structured to create problems (of discipline, drop-outs, reading failure, trash on the playground) is a common way to avoid facing real problems. The school is set up to serve the children of the community, and school officials are paid to design a school environment that meets the needs of all children.

Blaming other parents—*We know it's a problem, but those parents don't seem to care about their own children.*

Do not accept this attempt to evade the issue by shifting blame to parents. Hold school officials accountable for what happens at the school. Parents as a group must stick together and not allow other parents to be labelled "bad parents" because of their overwhelming problems or inadequate avenues of communication between home and school. An example is labelling parents of Spanish-speaking children as uneducated and uninterested in school when all school meetings are in English and such school officials as the principal and counselor can't speak Spanish.

Delaying—*Yes, I know the problem exists, but we need time to figure out the best thing to do.*

Ask specifically what is being done to solve the problems. Ask for their *plans in writing* with a *timetable* and the names of *people responsible* for implementing the plan.

Passing the buck—*Yes, that is a problem, but I can't do anything because my hands are tied (by district policy, the teachers' contract, higher officials in the school administration, the computer system).*

Ask to see copies in writing of the school board policy, teachers' contract, or superintendent's memo that excuses the principal from acting. If the principal, in fact, is not accountable, then appeal over his head to the official who is responsible.

An unimportant problem—*Yes, it may be a problem but there are so many more pressing issues at this school.*

Do not be sidetracked. You believe the problem is important and should be dealt with because it affects children directly.

We're not so bad—*Yes, it's a problem in all schools, but we're not doing any worse than others.*

Just because children in other schools or other school districts are not getting a quality education, officials in your school are not excused from doing their job properly. The standard for performance should be the needs of the children in your community, not the incompetence of school officials.

Further study—*This problem needs further study and research before we can act wisely.*

Ask what can be done now to help the children who are suffering until the research is completed. (Also ask who is doing the study. Ask for the timetable for the research and plans for implementation.)

No money—*Yes, that's needed but we are so short of funds and are facing budget cuts already.*

Lack of funds is a convenient excuse. Dig deeper to the issue of priorities. It may mean, "We do not want to spend money on what you want." Press the importance of what you see as priorities, which may mean cutting out an outdated program or position. But also raise the issue of getting more money for schools and our children if the money pot is too small in the first place. If children are the most valuable resource for our country's future, local, state and federal governments need to fund public schools adequately.

WHAT CAN YOU DO IF SCHOOL OFFICIALS REFUSE TO DO ANYTHING?

Parent groups try to accomplish change by working through channels—that is, they move up the line of authority, from the principal to the superintendent to the school board. But if this procedure gets no results, there are other options:

1. **Higher appeal** to political leaders or state officials who may have authority or influence over the school board.
2. **Legal action** in the courts—bringing suit on a violation of rights, or to challenge a policy or practice.
3. **Direct action** through public demonstrations or boycotts to attract public attention and pressure school officials to face up to problems.

CHAPTER 5

MAKING IT WORK

An established organization needs to assess its effectiveness, leadership, fund-raising, and use of resources. The suggestions and checklists in this chapter should help the on-going process of making the organization work and grow.

RATE YOUR PARENT ORGANIZATION

The list of questions on the opposite page can be used at a parent meeting to get feed-back from the members; by a new parent group working to establish an effective parent organization; by the executive committee of an established parent association to assess what needs attention.

You may want to add other questions or add spaces for varied responses. Yes ______, No ______, Sometimes ______. If after using the rating sheet, you find your organization has major weaknesses, take time in the group to discuss what to do. Or you may want to call on someone outside the group for help and suggestions.

LEADERSHIP—IT'S THERE, DEVELOP IT

The list on the next page can be used by individual leaders in the group as a check on their effectiveness. It can also be used by the members of the group as a discussion-starter on developing effective leadership or before selecting a president and other officers.——

→

[illegible] EFFECTIVE LEADERS

________ Do I listen carefully to what other people say (or do I really think my ideas are best?)

________ Do I share [illegible] work [illegible] (or do I [illegible])

________ Do I ask for help [illegible] (or do I try to [illegible])

________ Do I talk of what "we" [illegible] (or about "I" [illegible])

________ Do I see things as group successes and failures (or do I claim credit for successes and blame others for failures?)

________ Do I assign tasks so nearly every person leaves a meeting with an assignment? (or am I the only person with work to do after a meeting?)

________ At the next meeting, do I check out which tasks have been carried out and which ones are undone? (or am I afraid to hold others accountable?)

________ Do I follow through on assignments so I can be relied upon (or am I overextended or forgetful?)

________ Do I encourage and draw out the abilities of members of the group? (or do I assume that no one can do it as well as I?)

________ Do I carefully plan a meeting or am I disorganized?

________ Do I strike a balance between setting direction and focusing a discussion and allowing everyone a chance to be heard? (or am I indecisive and/or undemocratic?)

________ Do I expect some conflict and disagreement among group members? (or am I afraid of conflict and take everything as a personal attack?)

________ Do I help the group develop a vision and goals (or do I get bogged down in interpersonal tensions and petty details?)

________ Am I able to keep something confidential so that group members trust me? (or do I forget loyalties in public or private?)

MAKE EACH MEETING COUNT

A. *What kind of planning makes for a good parent meeting?*

1. Set the *date* well enough in advance.

2. *Publicity* is critical. Make sure each parent gets at least *two notices*—one in advance and one the day before the meeting. Mailed notices and/or notices sent home with each child are useful. R.S.V.P. is a way to make people feel more responsible and committed to coming. Phone calls can then be made to people who haven't responded. A telephone chain could be set up in each classroom with one or two parents in charge.

3. *Plan an agenda* and have a copy for each person or print it on large paper or on a chalkboard so everyone can see it. The persons planning the agenda should ask: Is the purpose of the meeting clear? What will be accomplished? Who will do what? The agenda should leave time for assigning tasks and setting a date for the next meeting.

4. Prepare a *reception* table where people can sign up as they come in and get a name tag and/or information about the group or the school.

WHAT ARE SOME GUIDELINES FOR CONDUCTING AN EFFECTIVE MEETING?

1. Are people welcomed as individuals?

Suggestions: In a small meeting let people *introduce* themselves.

In a large meeting, use *name tags*.

Sitting in a circle so everyone can see and talk to everyone else puts all the members of the group on an equal basis.

2. Are the people who come made to feel welcome and valued?

Suggestions: Never open the meeting with a complaint—"Why don't parents come out for meetings." This makes those parents who *did* come feel like not coming again. If a small number of parents come to a meeting, involve them and develop plans to reach other parents for the next meeting. Five to ten parents can make changes in a school.

If a large number of parents come, try to make sure a few people don't dominate the meeting and try to have each person leave with a task. Be sure to have a sign-up sheet so follow-up phone calls can be made.

3. Do members know what is to be discussed and accomplished?

Suggestions: Present the agenda and ask for any additions. Ask the group to set a time to end the meeting. If meetings drag on too long, ask one person to be timekeeper and remind the group. But aim to get the whole group to accept the responsibility for keeping the meeting on focus.

4. Are reports kept brief?

Suggestions: Some reports can be written out and made available for members to read as they come in. This is especially useful in the case of the treasurer's statement and other detailed reports. Brief oral reports can still be given.

5. Is prime time given to planning further action on the main issue(s) after reports have been made on fact-finding and actions taken since the last meeting?

Suggestion: Put announcements, requests from principals, etc. at the end of the meeting.

6. Are meetings focused on real problems rather than gripe sessions?

Suggestion: Point out that it is not the purpose of the meeting to vent anger at other group members. It is much better to use that energy to deal with the people who have the power to make necessary changes in the school.

HOW SHOULD A PARENT ORGANIZATION USE ITS FUNDS?

Suggested Priorities are:

1. To establish an effective communication network among the parents in the school. This could involve money for paper and stamps to mail notices of meetings, and a newsletter to every parent. (Notices carried home by children often don't

get parents attention. Check at the Post Office to find out the procedure for getting a *bulk rate permit* which costs 2¢ apiece for a mailing to 200 or more people at one time. (If there are not 200 parents at your school, you could expand your mailing list to include newspapers and media contacts, other parent groups, community groups.)

2. To pay expenses (child care, travel, telephone bills) incurred by parents who volunteer their time.

3. To hire a consultant or outside resource person to help develop the organization.

4. To pay a coordinator or administrative secretary to work (perhaps part-time) to deal with all the time-consuming details that must get done if your organization is to be effective.

This may be needed if most parents are working full-time or if the school is large. For example, a high school parent group that raises $7,000 per year in various fund raising activities could hire a part-time coordinator for $4,000 to build an effective action-oriented parent group.

(A pamphlet on fund raising is being prepared by the National Committee for Citizens in Education. Refer to it for suggestions of ways to raise funds.)

HOW CAN FUND RAISING BE USED TO BUILD RATHER THAN SAP ENERGY FROM A PARENT GROUP?

Criteria for fund raising should include:

1. Is there a real need and stated goal for the fund raising? (For example, to hire a parent organization coordinator or buy a piece of equipment that will directly benefit the students?)

2. Does the fund raising build personal relationships and a sense of community and belonging?

3. Will fund raising consume so much time that members will be too busy to take action to improve the quality of education? For example, will valuable parent and student time be spent to raise money to buy equipment and supplies that should be provided by the School Board? Would it be better to have parents and students spend their time lobbying the School Board?

4. Does it further the goals and values of the school? For example, is it a paperback book sale or a candy sale?

5. Are new people drawn to the organization through fund raising activities?

6. Is the fund-raising activity evaluated each year to see if it meets the above criteria?

WHAT KIND OF OUTSIDE RESOURCES CAN HELP A PARENT GROUP?

Be on the lookout for:

1. An *accountant* in your community who can help the treasurer set up effective bookkeeping procedures and protect the group against problems with money. (This is very important.)

2. *Lawyers* who can offer advice and support on individual and group issues and who can help file incorporation papers. (Contact American Bar Association in your community or state.)

3. *Writers* to draft press releases, newsletters.

4. *College students* who might take field placements in a community organization. (Contact the social work and education departments in nearby colleges or universities.)

5. *Researchers* to help dig into critical issues. (Contact librarians and local universities.)

6. *Businessmen* who may donate paper, typewriters, duplicating equipment.

7. *Churches* and *community organizations* that may provide meeting space, use of mimeograph machines.

(Lists of resource people in local communities are being collected by the National Committee for Citizens in Education—call 800-NET-WORK.)

CHAPTER 6

BUILDING PARENT POWER

Building effective parent organizations means building on parent's strengths. But parents—and parents' groups—have limitations, and you must be aware of these if your members are to *act* effectively to achieve your common goals.

STRENGTHS TO BUILD ON.

1. *NUMBERS*

Broad-based membership means broad-based support—if it is effectively organized.

> *Suggestion:* Membership could be open to all parents of children in the schools, with voluntary fees. Potentially, the parents of the country's 45 million public school pupils represent a formidable power. But since numbers alone do not create an effective organization, there should be a small, ***representative*** group—executive board, action committee, or some other group—with authority to make decisions and act quickly. This group can be chosen by, and answerable to, the larger body which has final decision-making authority. Parents of young children should be sought because their participation over a long period can provide continuity. The key is group action: if parents stick together, they can get what they want.

2. *CONCERN FOR CHILDREN.*

Parents' primary reason for belonging to an organization is their concern for their children's education. An effective parent organization produces results for its members and their children.

> *Suggestion:* The organization's focus must be kept on specific issues that most directly affect

children. Those members whose concerns, although serious, affect a relatively small group, should form a committee to work on their particular problems and report to the main group.

3. *TRADITION OF VOLUNTEERING*

The tradition of volunteering has always been strong in our schools, and it is a source of energy in any parent organization—provided that the volunteers are not used for work that should be done by paid employees.

Suggestion: Decide what kind of volunteer efforts will be most effective—for example, regular observers at School Board meetings and volunteer auditors of school expenditures may do more good than reading aides. But *all* school volunteers can provide valuable service and can learn what is happening in the schools, as long as they do not permit themselves to be used.

STRESSES ON PARENTS

1. *EMERGENCY PRIORITIES.*

Families come first—sick children, overflowing sinks, other domestic crises take precedence over organizational activities. But continuity of activity is necessary.

Suggestion: There must be flexibility, with a clearly defined procedure to follow in case key people cannot take part in planned activities. There can be shared responsibility, with designated pinch hitters. There might be a paid staff member, as the organization grows, to coordinate activities.

2. *OTHER COMMITMENTS.*

Parents who work or have other demands on their time must allocate it carefully and should not be criticized if they are not as active as others.

Suggestions: Recognize that there will be different degrees of participation, and that all are valuable if properly utilized. There will be the *extremely active parents*, who will probably keep the organization going day-to-day; the *occasionally active ones*, who can be called on for special projects, perhaps involving their special expertise; *those who will show up only when there is a crisis*, providing a show of strength when required; and those who do not *attend meetings* but are willing to do specific tasks at home.

Meeting at night, rather than in the daytime, may encourage more parents to attend.

Effective use of volunteers, so that people feel their contribution is really needed, is the best way to encourage continued participation.

3. *REPRISAL AND REPRESSION.*

Some parents feel that if they make waves their children will suffer. Most experience some sense of intimidation by the atmosphere of authority associated with the schools, probably based on memories of their own school days. But schools exist to serve children, and school employees are public servants.

Suggestion: Discuss "reprisal" fears openly. If they seem genuine, perhaps a parent advocate from another school, or a minister or other outside person can intervene. There is strength in unity—in acting as a group. Emphasize that parents, through their children, are educational consumers and have every right to question its quality and to organize to improve it. Some parents who experienced being treated "like poison" by school officials found that persistence, knowing the facts, or acting with a group of parents turned the officials' attitude into one of respect.

HOW CAN PARENTS BE HELPED TO FEEL PROUD TO BE PARENTS AND MEMBERS OF THE PARENT ORGANIZATION?

Being a parent in American society is difficult. Everything is expected of parents although no real training is offered on how to be a parent. Blaming the parent is too often an excuse for the schools' failure to teach Johnny to read. Many parents feel inadequate in the presence of the "professionals" who have a college degree to "prove" they know what's best for the child.

An important function of a parent group is to help parents feel proud of their profession—parenthood.

Ways to do this are:

1. Discuss problems and frustrations openly. Invite competent outside speakers to meetings to

discuss the problems that are brought up.

2. Focus the long range goals of the organization around *parents' rights*. The federal law (The Family Educational Rights and Privacy Act of 1974) was a first step—guaranteeing each parent the right to inspect his child's school record. (See the resource section for additional materials on parents' rights.) Educating one another about our rights and working as a group to act on our rights as parents can be a primary purpose of the organization.

3. Discuss the meaning of *parent power*. Power has been so misused at so many levels of American society that to many people power has became a dirty word. Parent power means that parents have *a voice in the decisions affecting their children*. (It does not mean running the schools or teaching classes. Principals and teachers are paid from public funds to do that.) Parent power means that parent organizations had the *resources and opportunity to participate as equals in major decisions* rather than being ignored or asked simply to rubber-stamp decisions that already had been made by others. Parent power can be established through action by effectively organized groups of parents.

RESOURCES

Parent Power: A candid handbook for dealing with your child's school. Martin Buskin, Walker and Company, New York, 1975. $8.95.

Written for parents, especially those living in the suburbs. Discusses qualities of a good school district; curriculum; tests; special education; guidance counseling; and citizen committees.

Parents' Rights Handbook. Advocates for Education, 27 East Drive, Linwood, New Jersey 08221. $1.00. (Detailed reference edition $7.50).

Carefully researched handbook on legal basis for parents' rights in New Jersey in relation to children's assignment to schools and classes, curriculum, suspension and expulsion, health and safety, accountability of teachers and administrators, lunch programs and transportation.

Promoting Your Cause: Howard Bloomenthal, Funk and Wagnalls, New York, 1974. $3.50.

How to use the news media, plan a campaign, conduct a meeting, make a speech, and create displays and exhibits.

How to Change The Schools: A Parents' Action Handbook on How To Fight the System. Ellen Lurie, Random House, New York, 1970.

This hard hitting book, filled with specifics, is out of print but may be available at your library.

Making School Work: An Education Handbook for Students, Parents and Professionals. Available from Massachusetts Advocacy Center, 2 Park Square, Boston, Massachusetts 02116, $3.95.

The question and answer format covers topics like school attendance, discipline, fees, Title I, special education, kindergarten, lunches, tracking and school records. It is written for Massachusetts but contains ideas and facts that are useful for parents in other states.

The Community Activists' Handbook: A Guide for Citizen Leaders and Planners. John Huenefeld, Beacon Press, Boston, 1970, $2.95.

Written for action around general community problems, this book contains specific suggestions for building an organization—membership, use of press, planning meetings.

PARENTS' BILL OF RIGHTS

Parents Union's work on educating and acting on the Parents Bill of Rights, resulted in the adoption of a Parents Bill of Rights and Responsibilities by the Philadelphia Board of Education in May, 1975. The School Board adopted #1, 2, 4-13, 16 & 20.

EVERY PARENT HAS THE RIGHT TO:

1. BE TREATED WITH COURTESY by all members of the school staff.

2. INSPECT HIS OR HER CHILD'S CUMULATIVE RECORD and remove or correct any false or misleading statements in conformity with current guidelines established by the state and federal governments.

3. VISIT SCHOOLS AND CLASSES after notifying the principal and in accordance with guidelines which establish the rights of parents, while protecting the rights of teachers.

4. BE INFORMED OF ACADEMIC REQUIREMENTS of any school program.

5. BE INFORMED OF SCHOOL POLICIES and administrative decisions.

6. BE INFORMED OF APPROVED PROCEDURES FOR SEEKING CHANGES in school policies and for appealing administrative decisions.

7. BE INFORMED OF ALL PROGRAMS in special education.

8. APPEAL THE PLACEMENT, in accordance with established guidelines, of his or her child in a special education class.

9. Expect that every attempt will be made by school personnel to insure the RECEIPT BY PARENTS OF IMPORTANT NEWS AND MESSAGES FROM SCHOOL.

10. Participate in meaningful PARENT-TEACHER CONFERENCES to discuss his or her child's school progress and welfare.

11. REASONABLE PROTECTION FOR his or her child from physical harm while under school authority.

12. Organize and participate in organizations for PARENTS ONLY.

13. ASSISTANCE FROM SCHOOL PERSONNEL to further the progress and improvement of his or her child, which includes, but is not limited to, counseling, tutorial and remedial programs, as well as information about academic and psychological services within and without the School District.

14. A FULL DAY OF EDUCATION for his or her child within the legally defined number of hours and days.

15. Participate in PLANNING AND SCHEDULING whenever SHIFTS are necessary.

16. TO BE INFORMED of the procedures, data and information required to properly select and assign administrators, principals and faculty.

17. TO BE INFORMED of the services and data that enable administrators and principals to properly carry out their functions, powers and duties.

18. ASSIST in the interviewing and selection for principals.

19. Participate in FACULTY EVALUATION under agreed upon guidelines approved by the Board, recognizing that the responsibility for final evaluation rests with the principal.

20. BE RESPECTED AS AN INDIVIDUAL, regardless of race, creed, national origin, economic status, sex or age.

21. A GRIEVANCE PROCEDURE with the RIGHT OF JUDICIAL APPEAL.

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NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION

The National Committee for Citizens in Education is a non-profit, tax-exempt membership organization dedicated to increasing citizen involvement in the affairs of the nation's public schools. NCCE is a successor to the National Committee for Support of the Public Schools founded in 1962 by Agnes Meyer, Harry Truman and others. The original organization concentrated on increased federal assistance to public education and was highly successful in that timely effort. In 1973 the Committee was reorganized, took its new name and reconstituted its purpose. Since then the NCCE has:

- Published a major report, *Children, Parents and School Records*, which received national attention in Parade Magazine, Time Magazine, The New York Times and on ABC Television.
- Supplied necessary information upon request to Senator James Buckley, who sponsored the Family Educational Rights and Privacy Act of 1974.
- Conducted hearings across the United States on who controls America's public schools, taking testimony from hundreds of individuals and organizations.
- Went to court to challenge the authority of the federal government to restrict non-profit, tax exempt organizations from attempting to influence legislation (lost) and to assert the due process rights of students (won in the United States Supreme Court).
- Joined with other national organizations to convene a National Conference of Title I Parents.
- Produced a manual to help parents determine whether textbooks and other materials are appropriate for their children.
- Established the first public-interest, toll-free telephone hotline, 800-NET-WORK, to help parents get rapid information and help.
- Established *The Parents' Network*, to mobilize citizens for action to improve our nation's public schools, and to support existing local parent-citizen groups.
- Established the Citizens Training Institute to train parents and citizens in the important and practical ways to work more effectively in schools.

THE PARENTS' NETWORK

Local and statewide citizen-parent groups can work with NCCE by joining *The Parents' Network*. *Membership*—Participating groups automatically receive all names of callers in their area from 800-NET-WORK, NCCE's nationwide toll-free telephone hotline. By dialing 800-NET-WORK parents and citizens anywhere in the continental United States (except in Maryland) can get information about *The Parents' Network*.

Research—With the help of the *Parents' Network*, NCCE prepares and distributes materials to help parents. NCCE's first handbook, *Children, Parents and School Records*, has already helped thousands of parents and citizens.

Information—NCCE is publishing a joint newspaper with *The Parents' Network*, called NET-WORK, featuring news of local groups and exchanging information.

The cost for group affiliation ranges from $15–$50 per year, depending upon the size of the local group and pro-rated at 10¢ per paying member.

For Parents' Network groups nearest you call or write us.

SERVICES OF NCCE AND THE PARENTS' NETWORK

- Referral: Concerned parents to legal counsel; organizations to other organizations; individuals to organizations; parent groups to appropriate educators; legislative inquiries to appropriate sources of information.
- Material: Produce manuals, pamphlets and research documents useful to citizens in dealing with their schools and useful to parents in understanding the educational system.
- Research: Prepare background information for the press and for legislators who request it.
- Public information: Clarify school issues and provide information to the national press.
- Representation: Act as a national clearinghouse and when asked will on occasion speak in behalf of local parent organizations.
- Legal: Join as a "friend of the court" in lawsuits that have national consequences for the rights of students and parents.
- Service to individuals: Support services to groups and individuals to establish new organizations in cities where no parent-citizen voice currently is heard.
- Training for parents and citizens in the important and practical ways to work more effectively in schools.

NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION

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PUBLICATIONS OF NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION

PARENTS ORGANIZING TO IMPROVE SCHOOLS—Step by step guide to organizing and running a parent group in your children's school that can act effectively to upgrade the quality of education and the educational environment.—*(52 pages;* **$1.50**—*single copy free to members.)*

PUBLIC TESTIMONY ON PUBLIC SCHOOLS—The focus is on citizens, whose frustration with the school system has grown especially deep; teachers, whose organizational strength and bargaining power is gaining rapidly; state legislators, who are increasingly abandoning a reactive posture in favor of a more assertive role in decisions affecting education. Testimony in five major cities was taken from individuals and organizations, representing a cross-section of educators, legislators, students, parents and others concerned with the public schools. McCutchan Publishing Corporation—*(paperback, 271 pages,* **$5.00**—*reduced cost of $3 to members.)*

VIOLENCE IN OUR SCHOOLS: WHAT TO KNOW ABOUT IT—WHAT TO DO ABOUT IT—The booklet includes regional surveys of school crime; do's and don'ts for children's safety; recent Supreme Court decisions on student rights, state legislation dealing with the problem; alternatives in public education; how to conduct a survey to determine the level of security the community will support and sources of additional help and information.—*(52 pages;* **$1.00**—*single copy free to members.)*

THE POLITICS OF EDUCATION: CHALLENGES TO STATE BOARD LEADERSHIP—The shifting centers of power and responsibility in American education and their consequences for state politics in education.—*(94 pages;* **$3.50**—*single copy free to members.)*

FITS AND MISFITS: WHAT YOU SHOULD KNOW ABOUT YOUR CHILD'S LEARNING MATERIALS—Booklet produced in cooperation with The Educational Products Information Exchange. Contains answers to some questions about the selection of materials used in the schools, i.e. Who chooses those materials? On what basis? Through what procedures?—*(17 pages*—**$1.25**—*single copy free to members.)*

CHILDREN, PARENTS AND SCHOOL RECORDS—Guide to aid all persons, especially parents concerned with the privacy of school records. Contains current state practices and how to correct abuses.—*(Out of Print)*

DISCOUNTS AVAILABLE ON 10 OR MORE COPIES

NETWORK—A national school-year newspaper for parents. (*Free to members, subscriptions* **$8.00 a year.**)

NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION
SUITE 410, WILDE LAKE VILLAGE GREEN
COLUMBIA, MARYLAND 21044

(JWR)

SAN JUAN UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT
COMMUNITY ADVISORY COMMITTEE

SPECIAL EDUCATION HANDBOOK FOR PARENTS

School bus
Danny

Revised 10-80

SAN JUAN UNIFIED SCHOOL DISTRICT

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Nalda West, Vice President
David R. Doerr, Clerk
Stephen F. Franks
Stan Nielsen

Administration

Fred J. Stewart, Superintendent
Joseph Ferreira, Administrator of Special Services
Ralph Richardson, Director of Special Education

in suburban sacramento
SAN JUAN UNIFIED SCHOOL DISTRICT
3738 Walnut Avenue • Carmichael, California 95608 • 916-484-2011

August, 1979

Dear Parents:

This handbook was prepared by parents for parents of children with varying degrees of special needs. We hope that it will be useful as a source of information and that it will give you an understanding of the direction in special education. We hope, too, that you like what is happening for your child in our school district.

If you have any questions or would like additional information, please let us know at one of the Community Advisory Committee meetings or by calling 434-2129.

Sincerely yours,
PARENT HANDBOOK-SUBCOMMITTEE
COMMUNITY ADVISORY COMMITTEE

CAC:nd

in suburban sacramento
SAN JUAN UNIFIED SCHOOL DISTRICT
3738 Walnut Avenue • Carmichael, California 95608 • 916-484-2011

August, 1979

Dear Parents:

Historically, the San Juan Unified School District has provided a high quality education for each student living in the district. Because of enacted legislation at both the state and federal levels, the district's goal of meeting the educational needs of all children is now a reality.

The Community Advisory Committee is an essential part of special education. This committee provides an opportunity for parents, teachers, and other community members to participate in the decision-making process as it relates to our special education programs. This handbook is only one of the many accomplishments of the committee.

It is my hope that parents, teachers, and the community will find this SPECIAL EDUCATION HANDBOOK FOR PARENTS a valuable resource.

Sincerely yours,

Fred J. Stewart

FRED J. STEWART
Superintendent of Schools

FJS:nd

in suburban sacramento

SAN JUAN UNIFIED SCHOOL DISTRICT

3738 Walnut Avenue • Carmichael, California 95608 • 916-484-2011

August, 1979

Dear Parents:

Education of individuals with exceptional needs is a joint responsibility, the parent's and the school's. This handbook was prepared by parents to assist you in meeting your part of that responsibility. It is designed to acquaint you with special education programs available to your child and to the procedures which are associated with that educational opportunity. I urge you to read it carefully and to participate in designing and implementing your child's educational program.

If you have questions regarding special education in this district, may I suggest that you talk with the regular and special education staff associated with your local school, call my office (484-2129), or seek out a parent member of the Community Advisory Committee.

Sincerely yours,

Ralph Richardson

RALPH RICHARDSON
Director of Special Education

RR:nrd

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I. ON BEING THE PARENT OF A HANDICAPPED CHILD

On April 6, 1974, Bobby G. Breer, Associate Professor of Special Education and Rehabilitation, at Memphis State University, addressed a group of parents of handicapped children. Mr. Breer, who is handicapped himself and the father of a handicapped child, expressed the following points of view:

> "Certain myths or frauds perpetuated by society cause the parents of handicapped children many problems. We are especially susceptible to these myths as we are growing up. One myth, encouraged by the romance magazines that teenagers read, is that out of this eternally blissful union will come children who are both physically and mentally beautiful and perfect. Therefore, the parents of a handicapped child have not lived to the 'ideal' and have produced an imperfect replica of themselves. This may cause much unconscious, if not conscious, guilt, as well as feelings of inferiority. At the same time, if parents are unfortunate enough to have a handicapped child (which society subtly says they are not supposed to do), society hypocritically says they must be 'superparents.' They must supply enormous additional amounts of care, love, and attention to their child. They must do this additionally, on a 24-hours a day, 365-days a year basis; otherwise, they are bad parents.
>
> "As a professional evaluating a child's progress, I can be the most patient, empathetic person on earth for half an hour. I can look critically at the impatient, harried parent. Unfortunately many professionals encountered by parents of handicapped children do not take the 24-hours, 365-days a year responsibilities of parents into account in their evaluation of the parent.
>
> "Parents of handicapped children must realize that fleeting moments of resentment and rejection of the burdens presented by a handicapped child are natural and are not indicative that they are bad parents. They need to seek help in solving their practical day-to-day problems. The best help can be found in interaction with parents who have experienced and solved such problems. Even though every family's situation is unique, and what works for one family may not work for another, having someone with common problems with whom to interact is in itself therapeutic.
>
> "In the back of the parents' minds, then, is a vague awareness that society is looking over their shoulders and judging if they are carrying out their prescribed duties: giving much love, attention, and devotion; not missing any treatment appointments; providing the best available care; etc. This is a 'goldfish-bowl' type of existence which eventually takes its toll in energy, strength, and courage.
>
> "Parents must realize also that only by banding together can they bring about the changes in society which are needed. Legislators and other government leaders listen to groups when they might not listen to individuals. Therefore, in order to have their voices heard, parents of the handicapped must work together and seek common goals for their children's welfare."

II. THE CALIFORNIA MASTER PLAN FOR SPECIAL EDUCATION

A. What is the Master Plan for Special Education?

The Master Plan is a comprehensive special education effort mandated by the state legislature to provide all individuals with exceptional needs an appropriate educational opportunity. The Master Plan provides services to all individuals with exceptional needs ages 3 to 21 years. The Master Plan provides a logical, sensible program which insures that:

1. Each exceptional child be individually assessed to determine his or her needs before any action is taken with respect to the initial placement.
2. The educational services be tailored to meet those defined needs in a program which promotes maximum interaction with the general school population in a manner appropriate to the needs of both regular and special students.
3. Each child's individual education program is reviewed at least every year or more often when needed to determine progress, appropriateness of placement, and to make appropriate revisions.
4. Parents be involved with the professionals in the entire process of assessment, development of the remedial program, placement, and review of progress.
5. The child be provided with the educational programs or services for which the child is eligible at no cost to the parent of the child.

In addition, the Master Plan:

1. Provides that every eligible handicapped child from 3 through 21 years of age receives appropriate educational services. Children between ages 3 years and 4 years 9 months, must require intensive, special education and services as defined by the State Board of Education, to be eligible. Children younger than age 3 may be provided early educational opportunities if they require intensive special education and services.
2. Specifies that the unnecessary use of labels be avoided in providing programs for individuals with exceptional needs.
3. Requires that the educational goals, objectives, and special education and related services for each individual with exceptional needs be specified in a written Individualized Education Program (IEP).
4. Specifies that procedures and materials for assessment and placement be selected so as to not be racially, culturally, or sexually discriminatory.

B. What services does the Master Plan provide?

The Master Plan provides the following services:

1. Identification of children with special needs.
2. Assessment of the child's needs.
3. Meeting to develop, review, and revise the Individualized Education Program for each individual with exceptional needs.
4. Special transportation services.
5. The following instructional services:
    a. Resource Specialist Program (RSP)
    b. Special Classes and Centers
    c. Designated Instruction and Services (DIS): Speech therapy, social worker services, psychological services, counseling, mobility instruction, home instruction, audiological services, physical and occupational therapy, driver training, health services, vision services, and adaptive physical education.
    d. Nonpublic School Services (NPS)
    e. State Schools

C. What is the relationship between the Master Plan and Special Education?

The California Master Plan was adopted by the State Board of Education in January, 1974. During 1975, the plan was translated into legislative form, passed by the Legislature, and approved by the Governor. The bill (AB 4040, Lanterman) authorized the implementation of "Master Plan" programs in 10 "pilot" areas of the state. The legislation authorized a "pilot program" for the 1975-76, 1976-77, and 1977-78 school years. San Juan was chosen to implement the "Master Plan" based on programs for two years of the "pilot program." In 1977, the Legislature passed and the Governor approved SB 1250 (Lanterman) which removed the "pilot program" status. SB 1870, which became effective July 28, 1980, states a legislative intent that the Master Plan be implemented by all California school districts during a 2-year transitional period commencing with the 1980-81 school year. There is no difference between "Master Plan" and "Special Education" in San Juan. The California Master Plan is the document which has been put into law; it is the law which constitutes the legal basis for the San Juan special education programs.

III. PUBLIC LAW 94-142

A. What is Public Law 94-142?

Public Law 94-142 is the Education for All Handicapped Children Act passed by the United States Congress. It has four major purposes:

1. Guarantees the availability of special education programmings to handicapped children and youths who require it.
2. Assures fairness and appropriateness in decision making about providing special education to handicapped children and youths.
3. Establishes clear management and auditing requirements and procedures regarding special education at all levels of government.
4. Financially assists the efforts of state and local governments through the use of federal funds.

B. How does Public Law 94-142 affect special education in the San Juan Unified School District?

The provisions of the federal law (PL 94-142), state law, the Education Codes, plus regulations which supplement the law must all be followed. State law authorizes the State Board of Education to waive any provision of the California Education Code which hinders compliance with the federal requirements.

IV. SPECIAL EDUCATION SUPPORT SERVICES

A. Identification

Teachers, local school and central office administrators, and parents have the responsibility to seek out children with exceptional needs and refer them for assessment.

Parents are encouraged to make referrals to the local school staff for assessment of their child's needs when it appears special education services are needed after the resources of the regular educational program have been considered and, where appropriate, utilized.

Every possible effort is made to "search" the community for any children that may need services. It is not enough to wait for the child or parent to come to the school; the schools go to the community to search, find, and serve school-aged children as well as preschool children and infants with intensive needs.

B. Assessment

The assessment procedure for students with exceptional needs includes input from parents, school personnel, and central office staff. This system provides checks/balances in planning, implementing, and evaluating the program for each individual child. An assessment may not be made unless the parent has given prior consent in writing. When the student is limited or non-English speaking, the assessment will be conducted in the language of the student. Reports will be in English and, when appropriate, in the language of the parent. The parent and/or representative is encouraged to attend the meetings where the results of the assessment will be discussed.

C. Instructional Planning

With the passage of SB 1870, assessments are to be made by a multidisciplinary group of persons, and admission of a pupil to special education is made only by the Individualized Education Program Team. This team meets to develop, review, or revise the IEP of each individual with exceptional needs. Prior to passage of SB 1870, the district used the two-level service teams described below. SB 1870 provides that such school-site and regional-level services may be continued; and so while changes are being planned, forms printed, and personnel instructed in new procedures, these teams will continue to meet as they have in the past.

1. School Appraisal Team (SAT):

The SAT is the first-level, decision-making body at the local school site for pupil identification and assessment. This team usually is composed of the school administrator, resource specialist, and parent or parent representative. The SAT may utilize the services of the school psychologist, school nurse, speech therapist, physician, social workers, counselor, or regular classroom teachers as needed. The SAT has the responsibility to:

a. Review each referral and conduct an assessment of the pupil.

b. Work cooperatively with parents or guardians regarding recommendations (in the language of the home).

c. Recommend specific appropriate special education program services available in that school.

d. Develop a written Individualized Education Program for each pupil to specify which special education services are to be provided.

e. Review the progress of each pupil annually and make appropriate changes to the program and/or the IEP with the agreement of the parent.

f. Refer to the Educational Assessment Service (EAS) those pupils:

(1) Who require additional assessment

(2) Whose program has not been effective

(3) Whose parent has requested a review by the EAS

2. Educational Assessment Service (EAS)

The EAS is the decision-making body for pupils who require more services than are available from the SAT. This team is composed of a program specialist or special education administrator, an appropriate special education teacher, the professional member or members of the EAS whose assessment is significant to the development of the student's IEP (such as the psychologist, speech therapist, nurse, social worker, work study coordinator), and the parent or parent representative. The EAS has the responsibility to conduct a more in-depth assessment evaluation of a student than the SAT and to:

a. Recommend additional assessments for students who require more intensive study.

b. Develop an IEP for each eligible pupil.

c. Consult with parents or guardians regarding program recommendations.

d. Coordinate community resources with those provided by the schools.

e. Review/evaluate the progress of each pupil annually.

f. Refer students to appropriate state schools for further assessment.

g. Review the plans and progress of any student seen by the SAT upon request of parent or others.

h. Make placement recommendations for students who attend a special class or center or will attend any school or program other than the student's normal school of attendance.

D. Individualized Education Program (IEP)

An Individualized Education Program (IEP) will be written by the School Appraisal Team or the Educational Assessment Service for each student identified as having exceptional needs. Parents are encouraged to participate in the writing and review of their child's Individualized Education Program.

The IEP includes all of the following:

1. The present levels of educational performance.
2. Annual goals, including short-term instructional objectives.
3. Specific special education instruction and related service required.
4. Extent of participation in the regular program.
5. The date the services will start and how long they probably will be needed.
6. Methods for determining, at least each year, the student's progress.
7. Extended school year services when needed.
8. For secondary grade-level pupils, vocational education and career development as well as preparation for remunerative employment should be considered where appropriate.
9. Any alternative means and modes necessary for the secondary-level pupil to complete the district's graduation requirements.

E. Transportation

The school district provides special transportation for individuals with exceptional needs when recommended by the SAT or EAS. Parents are required to sign a transportation request form, consenting to the observance of the following:

> "Pupils transported in a school bus or in a school pupil-activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway, or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations." (California Administrative Code, Title 5, Chapter 2, Article 1, Section 14103(a).)

V. SPECIAL EDUCATION INSTRUCTIONAL SERVICES

A. Resource Specialist Program

The Resource Specialist Program provides instructional planning, special instruction, tutorial assistance, and other services to individuals with exceptional needs in regular classrooms and/or special programs in each school as specified in the IEP. Resource students are individuals with less intensive needs who require special assistance for less than a majority of the school day.

B. Special Classes and Centers

Special classes and centers provide services to students with more intensive needs, whose individual educational program requires attendance in special education for a majority of the school day. The pupils are grouped according to similar instructional needs. The special class teacher also works with classroom teachers and the EAS to help identify, assess, and plan programs for students with exceptional needs. Classes and centers are maintained in conjunction with regular programs wherever possible. In the San Juan School District, a special class is called a learning development class (LDC).

C. Designated Instruction and Service

The DIS Program provides additional services not normally provided to children in a regular classroom, special class, or the Resource Specialist Program. DIS is a new name for the combination of old and new programs which may include: Language and Speech Therapy, Audiological Services, Mobility Instruction, Adapted Physical Education (remedial PE), Career and Occupational Preparation, Home and Hospital Instruction, Supplemental Instruction, Parent Education, Behavior Management, Special Counseling, Health Education, Special Driver Training, and other services as indicated on the pupil's written Individualized Educational Program.

D. Nonpublic School Services

Nonpublic, nonsectarian school services may be provided to individuals with exceptional needs when the EAS finds the pupil has a rare or unusual condition, when the pupil's handicaps cannot be properly provided for in the public schools, or when a special education program has not met the pupil's needs and it cannot be modified to meet them.

E. State Schools

Residential schools, which are operated by the state of California, are available for complete diagnostic workups and may be considered for placement of certain individuals with exceptional needs. Such placement must be processed through the EAS.

VI. DUE PROCESS

"Due Process" is now becoming part of our everyday vocabulary. It has a special meaning to parents of children with exceptional needs. In regard to special education, it is a legal way of saying that certain principles and practices exist and must be followed to insure that each child is treated fairly, that no child is denied the right to appropriate educational opportunities.

Due Process means there are specific procedures that must be followed when and if significant changes or accommodations are made (or even proposed) in a child's educational program. Due Process is a safeguard so that each one of us has a means of protecting and asserting our own rights. Specific Due Process rights are contained in federal law and the California Education Code. The following is a summary of your rights. For specific points, please refer to the law, regulation, or consult with special education staff as referenced in Paragraph 11 on Page 10.

A. Parent Rights

1. Parents have the right to join with the school staff to plan, implement, and review their child's school program and are encouraged to respond to such opportunities.

2. Parents should acquaint themselves with the following time constraints relative to Due Process procedures:

   a. Parents must be notified within 15 days of the receipt of a referral for assessment whenever an assessment is to be conducted to develop or revise the IEP. Written consent of the parent is required before assessment can begin. A parent has at least 15 school days to arrive at a decision regarding consent before the assessment begins. Assessment may begin as soon as the signed consent is received by the district staff.

   b. The assessment must be completed and an IEP developed within 50 days from date of receipt of the parent's written consent for assessment. The months of July and August are not counted in the 50-day period. A parent may agree, in writing, to an extension of the time requirement.

   c. Within a reasonable time before an EAS or SAT meeting, the parent must be notified of the time, date, and location of the meeting; of the reason for the meeting; and who will be present from the district. The SAT or EAS meeting should be scheduled at a mutually agreed upon time and place to give parents an opportunity to attend.

3. Parents will be provided a copy of the findings of the assessment or assessments, the recommended education decision with reasons therefore, and a copy of the IEP, when appropriate.

4. A conference with the parent or parent representative will be scheduled upon request.

5. Parents may present information, or send a representative to present information, concerning their child to the SAT or EAS. Parents are encouraged to exercise their rights to participate with the SAT or EAS in developing the IEP for their child and in the determination of eligibility for special education and related services.

6. A parent has the right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists if the parent disagrees with the assessment obtained by the district. However, the district may initiate a due process hearing to show that its assessment is appropriate. If the final decision establishes the district's assessment is appropriate, the parent may still obtain, and present, an independent educational assessment, but not at public expense.

7. Due process hearing rights are provided the parent, pupil, and district regarding any decision about a child concerning the proposal to initiate, change, or refusal to initiate or change, the following: Identification, assessment, educational placement of the child; or the provision of a free, appropriate public education to the child. The district may initiate a due process hearing when the parent refuses to consent to the assessment. All requests for a due process hearing are filed in writing with the State Superintendent of Public Instruction. Within 45 days the hearing will be held, all action completed and a final decision rendered, unless additional time is granted. The state will first send a person called a "mediator" to the district who will try to resolve the conflict to the satisfaction of both parties through informal conference. This will be completed within 15 days of receipt of the written request for the hearing.

   If the issue is not resolved during the informal conference with the state mediator then a state-level hearing will be conducted by a person who is knowledgeable in special education law and administrative hearings. The hearing decision will be final and binding on both parties, although either party may later appeal to a court of competent jurisdiction.

8. The law also provides that the district and parent may meet informally, if the person initiating the hearing chooses. During the meeting, they may resolve any issue or issues relating to the identification, assessment, or education and placement of the child, or provision of a free, appropriate public education to the child, to the satisfaction of both parties. This meeting is held before the conference with the state mediator. The Director of Special Education has the authority to resolve the issue or issues at the informal meeting within the provisions of the law.

9. A parent may allege a violation by the district of federal or state law or regulation by filing a written Complaint with the State Superintendent of Public Instruction. The state will decide whether the investigation will be done by the district or by a state investigator. A state investigation is to be completed within 25 days of receipt of the written complaint. If the investigation is referred to the district, 30 days are allowed for its completion after the district receives it from the state.

10. The Due Process procedures apply to the resolution of disagreements between a parent and the district regarding the proposal, or refusal, of the district to initiate or change the identification, assessment, or educational placement of a pupil; or the provision of a free, appropriate education. The Complaint procedure is used to allege a matter, which if true, would constitute a violation by a public agency of federal or state law or regulation governing special education and related services.

11. Procedures and parent rights are also explained on the back of the assessment consent form and the IEP form. If you need additional information, you may want to call the appropriate special education area office (East Area/967-5703, West Area/482-3547) or the Director of Special Education (484-2129).

B. Parent Opportunities

Parents may:

1. Bring additional persons to the SAT or EAS meeting.
2. Refer their child for assessment, ages 0-21 years.
3. Participate in planning the assessment of their child.
4. Participate in planning the instructional program (IEP) for their child.
5. Participate in the continuing program review of their child.
6. Participate as members of the Community Advisory Committee to the special education administration.
7. Participate as volunteers in school-related activities.
8. Appeal on behalf of their child who is assessed as an individual with exceptional needs if they disagree with the student's educational placement or progress.
9. Attend parent education program to learn more about child development.
10. Seek assistance in finding additional help from other community agencies.
11. Request necessary special transportation for their child at the SAT or EAS meeting.
12. Ask for a parent/teacher conference when needed.
13. Ask for an SAT or EAS review, as appropriate.

Parents should study their rights and opportunities and ask for explanations if they do not understand them. Parents may wish to contact the Community Advisory Committee for additional information. They may be contacted by calling the CAC secretary at 484-2131.

C. Hints to Parents

1. Call the teacher whenever you have questions about your child's education.
2. Remember, there is an annual review that is conducted as part of an SAT or EAS meeting.
3. Attend each SAT or EAS meeting. The goals and objectives of the IEP are written at this meeting.
4. Call a Community Advisory Committee member to ask for assistance at your child's SAT or EAS meeting.

5. Before the SAT or EAS meeting, make your own assessment of your child's needs and write down the goals you hope to have recognized and written into your child's IEP. Some examples of these goals and objectives are:

    a. Fine Motor (physical); i.e., the child will learn to tie his/her shoes by January 1, 1980.

    b. Academic; i.e., the child will learn to write the alphabet in lower and upper case letters by January 1, 1980.

    c. Gross Motor; i.e., the child will learn to walk with one cane by January 1, 1980.

    d. Social; i.e., the child will seek out and cooperatively participate in a small peer group activity at least once during a 2-week period by January 1, 1980.

    e. Speech and Language; i.e., the student will make no more than 3 articulation errors in a 3-minute language sample by January 1, 1980.

    f. Seriously Handicapped; i.e., the student shall be able to respond appropriately to his/her teacher 40% of the time by January 1, 1980.

    g. Learning Handicapped; i.e., the student shall be able to remain on task for at least 10 minutes without teacher assistance by January 1, 1980.

    h. Language Impaired; i.e., the student shall correctly respond with a 4-word sentence 50% of the time by January 1, 1980.

6. The individualized program should be written in your presence. If an outline is written before the meeting, it is a good starting place. Ask for the IEP to be rewritten when you want changes made.

7. Obtain and keep copies of all forms written at the SAT or EAS meetings in one place for easy reference.

8. Parents of high school students should keep all records, making sure that any adjustments to graduation requirements agreed to at the EAS meeting are written into the IEP.

9. There is a special education library at Kenneth Avenue School (Special Education Instructional Media Center). Parents of special education students can check out printed materials from that library.

10. Do not be intimidated at the SAT or EAS meeting. If you need assistance to feel more at ease or to make sure you present the information you want the SAT or EAS to know, consider bringing a representative.

11. When you have made your point and it has been accepted, proceed to the next point. Do not use the team's time with repetitive conversation.

VII. PARENT INVOLVEMENT

One of the major features of special education is parent involvement. Communication and cooperation between school and home is an important key to a child's success.

Parents can be involved in all areas of decision making regarding their child. They may participate in the local School Appraisal Team (SAT) and/or the district-level Educational Assessment Service (EAS) in setting both short and long-term educational goals for their child. Parents have the right to appeal any decision with which they do not agree and have rights and opportunities guaranteed by due process procedures. (See Due Process section.) Written parental consent is required before any child participates in a recommended special education program.

Parents are also encouraged to participate with the Community Advisory Committee.

A. Community Advisory Committee

Parents comprise more than half of the membership of the Community Advisory Committee. Regular classroom teachers, special education teachers, students, administrators, school nurses, and related public and private agencies concerned with children's needs are also included.

The primary function of the Community Advisory Committee is to advise in the development of special education and to aid in the evaluation of how well special education is meeting the needs of our children.

Regular monthly CAC meetings help to keep members well informed about current programs and legislation. Representatives report pertinent information to the local schools and make written and oral reports to the local Board of Education at least once a year. This facilitates closer communication and better understanding of the mutual goals of school administrators, faculty, parents, and community.

Your school's resource specialist teacher will be able to obtain information for you about Community Advisory Committee meetings. All meetings are open to anyone interested and encourage your participation. For additional information, call 484-2129.

During the regular monthly meetings of the Community Advisory Committee, there will be a time set aside for community input. This is for current program awareness.

This public input is limited to 10 minutes per each topic depending on the total number of people who wish to speak at a particular meeting. This is meant to insure that the committee members hear everyone who has come to present information.

If you wish to present information to the CAC, please contact the CAC chairperson by calling the CAC secretary (484-2131) or the Special Education Office (484-2129), in advance if possible, to be placed on the agenda.

If you are unable to be placed on the agenda in advance, please call 484-2129 to contact the chairperson prior to the meeting so that you may present your question(s). You will need to include your name, address, and telephone number.

B. People Who Can Assist Parents

1. Your child's teacher:

   . . . is the person to check with on such matters as your child's progress, the topics being taught, advice on improving study habits, and suggested outside reading or study. Arrange a conference by calling your local school, or just send a note.

2. Your local principal:

   . . . is the educational and policy leader of your school. Check with the principal on matters of school-wide operation or policy, to seek information, to make a suggestion, or to resolve a problem.

3. Your Community Advisory Committee:

   . . . is composed of parents of children with exceptional needs and teachers to offer advice on the operation of special education. The committee meets monthly and their meetings are open to anyone who wishes to attend.

4. Your district's Special Education Department:

   . . . will be glad to answer your questions concerning services available for students with exceptional needs. The staff can advise you of community resources and activities for your child. Call the appropriate special education area office (East Area/967-5703, West Area/482-3547), or the Director of Special Education (484-2129).

5. Your Superintendent:

   . . . recommends major policy decisions to the Board of Education and is in charge of carrying them out. Write: Superintendent; San Juan Unified School District; 3738 Walnut Avenue; Carmichael, CA 95608.

6. Your Board of Education:

   . . . consists of 5 citizens elected by the voters to set policy for the school district. They meet in public sessions to conduct the business of operating the school district. Write: Board of Education; 3738 Walnut Avenue; Carmichael, CA 95608. Phone: 484-2482.

VIII. QUESTIONS PARENTS ASK

1. How do I know if my child needs a special program?

   If your child has a demonstrated problem which prevents functioning effectively in a regular school program without special assistance, then your child might benefit from a special program.

2. If I have a child with exceptional needs, at what age do I notify the district that my child will need special services?

   Notify your local school principal as soon as possible or the Special Education Department (484-2129).

3. Where do I complete the registration?

   Usually at your local school. You will be referred by the school if registration elsewhere is advisable.

4. If I want to have my child tested for special problems that I am concerned about, where do I seek help first?

   Contact your local school principal. If your child is not attending school yet, call Psychological Services (482-4220).

5. How will I know if my child is eligible for special services?

   A child's eligibility is determined by either the School Appraisal Team or the Educational Assessment Service.

6. If I am not happy with my child's present progress in school, who do I contact? If I still do not feel the situation has been satisfactorily resolved, who can I speak to?

   First, contact your child's teacher. If you are not able to resolve the problem, then speak to the principal. Then, if you think your child needs special education services, you may fill out a referral at the school.

7. If I am not happy with my child's special education placement, what can I do?

   First, contact your child's special education teacher. If you need additional help, you may request a review by the SAT or EAS to consider alternatives.

8. If I want to visit school programs or my child's classes, what procedure do I follow?

Call your school secretary. She will help arrange a convenient time for both you and the teacher.

9. If I want extra conferences concerning my child's progress, how do I make the necessary arrangements?

Contact your child's teacher.

10. If I feel my child needs special counseling, what do I do?

Contact your child's teacher or school principal.

11. Who do I contact if I want to do volunteer work for the special education classes?

Get in touch with the principal or special education teacher at your local school.

12. Who determines my child's special educational needs?

You, working as part of the SAT or EAS, will determine your child's needs.

13. What if my child's physical impairment or health problems cause him to miss school regularly?

Your child's teacher and school nurse will work together to plan an appropriate program. If there is an extended absence, home teachers are available.

14. How long will my child receive special education?

As long as the SAT or EAS and you agree that special assistance is needed. This will be based on the ongoing evaluation of each child.

15. What kind of vocational training can my child receive?

Special education vocational classes are held at high-school level and include career exploration, practical experience, and on-the-job training.

16. Will my child receive a report card?

Your child will either receive the regular individualized pupil progress report, or you will be invited to confer with your child's teacher on an individual basis.

17. What if my child needs to be given medication at school?

Medication can be given under the school nurse's supervision with written medical authorization from a physician and you.

18. Under what circumstances will my child receive special transportation?

Special arrangements will be made if the SAT or EAS determines that age, handicapping condition, or distance prevents your child from walking, using the regular school bus, or public transportation.

19. Will my child participate in regular school programs?

One of the goals of special education is to include the child with special needs in the regular programs as much as possible.

20. Is there a preschool program available?

Yes. However, the starting age varies according to need. There are programs available for infant stimulation, mobility training, severely handicapped, hearing handicapped, severely language impaired, and visually handicapped programs. Contact the Special Education Department for specific details.

IX. COMMUNITY RESOURCES

Alta California Regional Center 4010 El Camino Avenue Sacramento, CA 95825	481-6101
California State Department of Rehabilitation 723 E Street Sacramento, CA 95814	446-3441/445-8630
Easter Seal Society 3205 Hurley Way Sacramento, CA 95825	485-6711
Sacramento Hearing Society 1717 Morse Avenue Sacramento, CA 95825	481-8585
Social Security Administration 1818 J Street Sacramento, CA 95814	449-3271/449-2431
Speech & Hearing Center California State University 6000 J Street Sacramento, CA 95819	454-6601
Visual Services Center Sacramento Society for the Blind 2750 24th Street Sacramento, CA 95818	452-8271
Crippled Children's Services 1500 C Street Sacramento, CA 95814	454-2011
United Cerebral Palsy Association 3837 J Street Sacramento, CA 95816	451-6553
Sacramento Association for the Retarded 2407 J Street Sacramento, CA 95816	443-6501

X. LISTING OF OFFICES AND TELEPHONE NUMBERS

OFFICE/LOCATION	PHONE #	FOR YOUR NOTES
Aurally Exceptional (SKX)	482-5474	
Bilingual Education (SKX)	489-3691	
Board of Education (District Office)	484-2482	
Community Advisory Committee:		
To contact Chairperson	484-2129	
Secretary (District Office)	484-2131	
Health Services (White House)	944-3710	
Home & Hospital Instruction (SKX)	481-2255	
Laurel Ruff Center	331-4522	
Pupil Personnel (District Office)	484-2411	
Psychological Services:		
Carmichael Office	944-3650	
Orville Wright Office	482-4220	
White House Office	944-2656	
Special Counseling Services (Mira Loma)	484-2671	
Special Education:		
Director (District Office)	484-2129	
East Area Office (Pershing)	967-5703	
Instructional Media Center (Kenneth)	482-7034	
West Area Office (SKX)	482-3547	
Special Services (District Office)	484-2131	
Speech & Language Therapy	482-2107	
Starr King Exceptional School	482-5532	
Superintendent (District Office)	484-2351	
Transportation (District Office)	484-2233	
Work Experience (SKX)	482-3584	

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XI. GLOSSARY

ART	Area Resource Teacher
CAC	Community Advisory Committee
CH	Communicatively Handicapped
CPSE	Comprehensive Plan for Special Education
DIS	Designated Instruction and Services
EAS	Educational Assessment Service
IEP	Individualized Educational Program
IWEN	Individuals With Exceptional Needs
LDC	Learning Development Class
LH	Learning Handicapped
NPS	Nonpublic School Services
PH	Physically Handicapped
RLA	Responsible Local Agency (San Juan Unified School District)
RSP	Resource Specialist Program
SAT	School Appraisal Team
SH	Severely Handicapped
SJUSD	San Juan Unified School District
SKX	Starr King Exceptional School

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[illegible] 1980 [illegible]

This parent handbook was developed by the Ad-Hoc Education Committee of Harbor Regional Center for Developmentally Disabled Citizens, Inc.

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DEDICATION

This handbook is dedicated to those who are, or may become Harbor Regional Center clients, and to the parents of all school-age children with special needs.

FOREWORD

You, as parents of children with special needs, are very special parents!!! For *you*, the role of parenting has much greater dimension than any ordinary child rearing book ever imagined.

You are the primary protector of your child's interests, the guardian of your child's rights, and your child's primary advocate.

You are an essential member of the educational TEAM that designs the school program which best suits your child. Your first-hand, round-the-clock knowledge of your child is important information. As an active TEAM participant, *you* must discuss your observations of your child's behavior, strengths and weaknesses. *You* must be prepared to coordinate all the efforts for your child's educational growth.

This handbook was written by parents to help *you* become an effective member of the educational TEAM and to provide a continual reference for *you* through your child's years in school.

Remember...*you* and your TEAM can create a successful program for your special child.

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Your Child's Education & the Law

The Law Says You Have Four MAJOR Rights

1. Free, Appropriate Public Education

This is the most fundamental and important right. Your handicapped child must receive an education program specially designed to meet your child's unique learning needs. This education must be provided at *no cost* to *you*. If there is no appropriate public school program available, a private school program must be provided at public expense.

2. Placement in "Least Restrictive Environment" (LRE)

"Least restrictive environment" is the environment in which your child can learn best. This *may* or *may not* be a regular classroom. (LRE should not be equated with regular class placement.) Special classes and services should be located in close proximity to classes for non-handicapped students; e.g., on a regular school campus.

Only children who can benefit from regular education placement will be assigned to regular classes. Your handicapped child must be educated in a program which allows him/her the greatest possible amount of contact with non-handicapped children. School districts must make available a variety of programs and placement alternatives.

There will still be special classes, special centers, and hospital or institutional placements for children who require intensive services in protected settings. Placement is not forever. As your child's learning needs change, so should the type of placement change. (e.g., a child may move from an all-day special class to a regular class and resource room program.)

3. Related Services & Supplementary Aids

Instructional and supportive services which assist your handicapped child to benefit from special education must be provided. These services include: physical therapy, counseling, speech therapy, transportation, etc., depending on individual needs.

Some of these services may be provided by different agencies in the community, creating a need for close communication and coordination between your school, agencies, and *you*.

4. Fair Assessment Procedures

Educational assessment (or evaluation) is conducted to identify your child's learning needs and to determine whether your child requires special education and, if so, what type of special education. Assessments must be conducted *before* your child is placed in special education, and at least every three (3) years following your child's placement. *You* or your child's teacher(s) may request assessment at more frequent intervals.

Assessment for possible special education placement may be conducted only with your permission. (This does not apply to routine assessment or testing carried out with every student in a class or school.) *You* must receive a written notice when the school plans to conduct an assessment. This notification is called an "Assessment Plan." This plan states the reason (purpose) for the assessment, what areas are to be assessed, the types of tests and other assessment procedures to be used, and who will be doing the assessment. It is important that *you* fully understand the proposed assessment before giving written permission.

Schools may not use tests which discriminate on the basis of racial or cultural group, or on the basis of a child's handicap; (e.g., testing a deaf child by purely auditory methods would be discriminatory). Assessments must be conducted by persons who are appropriately trained and/or credentialed.

Educational placement decisions cannot be based on the results of one test alone. The assessment must be comprehensive and must take into account your child's developmental and performance levels in several areas; (e.g., social, intellectual, language). Test scores and results must be interpreted by a TEAM of professionals who know about your child *and* the assessment methods.

The school must inform *you* of your right to obtain another opinion from a qualified person. This is called an "independent" assessment. An independent assessment may be obtained at the school's expense *if you* disagree with the school's assessment. However, the school also has the right to call for a hearing to show that its assessment is appropriate. If the school prevails in the hearing, *you* still have the right to an independent assessment at your own expense. The school must consider the independent assessment results in planning your child's program and placement.

The Law Says You Have Two PROTECTIONS

1. Individualized Education Program (IEP)

When your child receives special education services, a written IEP must be developed and reviewed each year at a meeting in which *you* have the right to participate.

The IEP consists of your child's annual long-term goals and short-term objectives; the type of placement; the present level of your child's educational performance; the date(s) when the school service begin and end; and annual evaluation procedures and review date. It serves as the management tool which links your child to a needed and individually designed education program.

2. Due Process

Due Process has a special meaning for *you*. It is a legal term that is becoming a part of our everyday lives. It is a safeguard. Due Process refers to an orderly series of timely steps which protect the rights of each person — your child, *you*, the school staff. It ensures that each person is treated fairly. Due Process guarantees the following *safeguards:*

Informed Consent

You must receive notice in writing whenever the school:

- plans to conduct an assessment of your child;
- wants to change your child's identification, evaluation, educational placement; or the provision of a free and appropriate education.

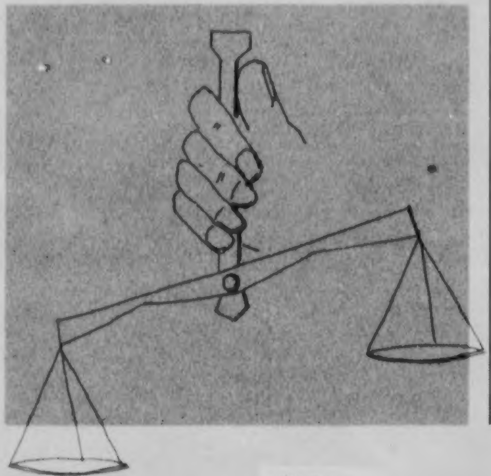
You must be notified in writing whenever the school refuses your request to initiate or change the identification, evaluation, educational placement or the provision of a free and appropriate education to your child.

Your written permission must be obtained before the school conducts an assessment or makes a placement. *You* must be informed by the school of your right to examine school records. *You* must receive a written notice from your school of all procedural safeguards provided by the law.

Appeal Rights

If *you* disagree with the decision of your school, *you* have the right to a Fair Hearing. The school also has the right to request a hearing. *You* and the school have certain rights during hearing procedures. These rights are:

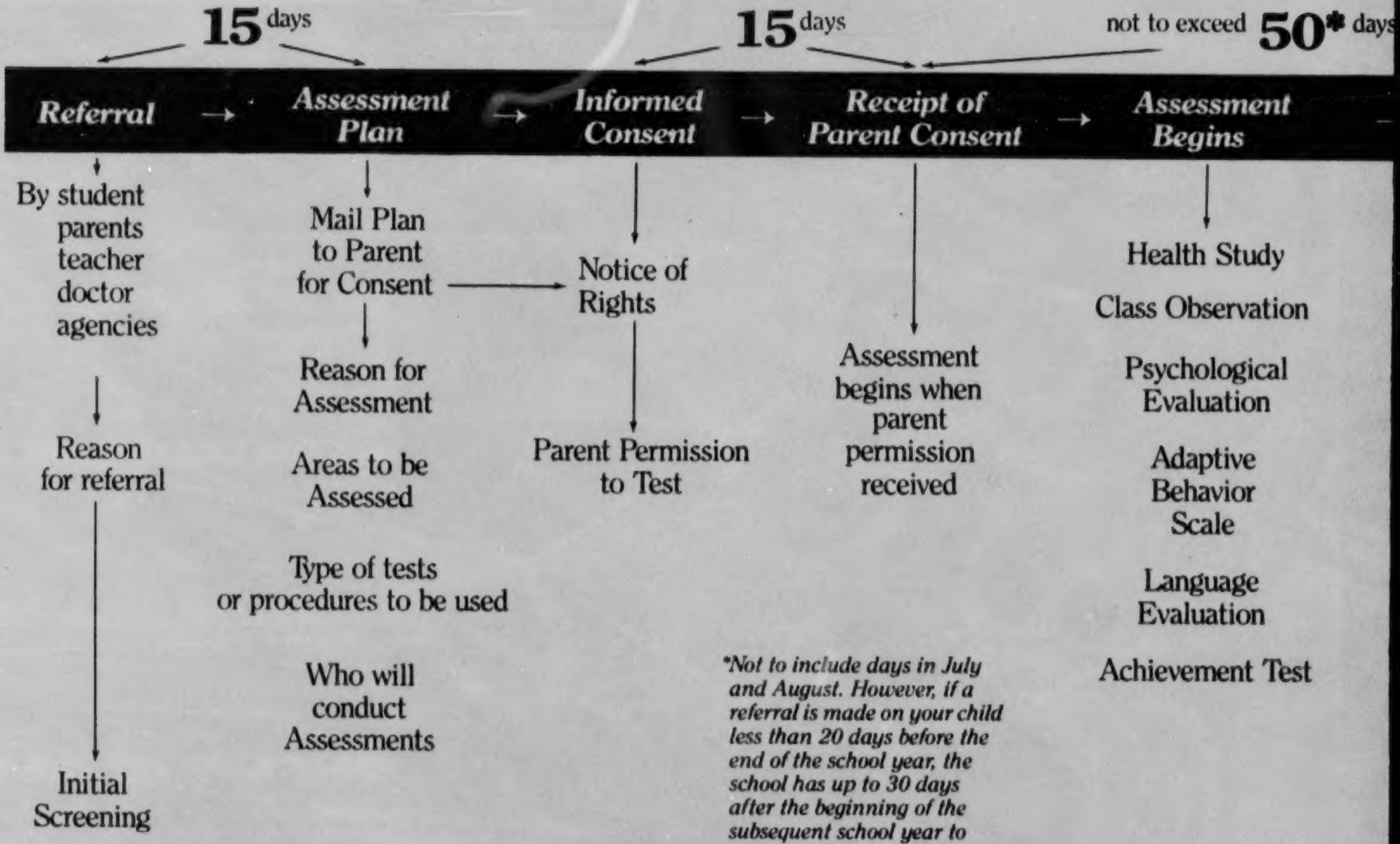
- to obtain a hearing within a specific time after the written request is received,
- to be represented by an advocate or an attorney,
- to present evidence, question, cross-examine, and require the attendance of witnesses,
- to obtain a word-for-word record of the proceedings at the hearing,
- to obtain a written report of the findings of the hearing and the decisions reached,
- to appeal the final decisions to the State Superintendent of Public Instruction,
- Civil action.



The contents of this book are based on The Education For All Handicapped Children Act of 1975 (Public Law 94-142) and congruent California legislation (AB1250-Chapter 1247 of 1977, AB3635-Chapter 402 of 1978, SB1149-Chapter 1143 of 1979, and SB1870-Chapter 797 of 1980) which amend the California Education Code and California Administrative Code Title V regulations. *You* can ask for these laws and regulations from your legislative representative, or *you* can contact your local library reference desk. Also, *you* should read carefully the papers *you* receive from your school.

Remember, if *you* don't understand,
ASK QUESTIONS!

Special Education Process Timetable



15 days

15 days

not to exceed 50* days

Referral → **Assessment Plan** → **Informed Consent** → **Receipt of Parent Consent** → **Assessment Begins**

Referral:
- By student
- parents
- teacher
- doctor
- agencies
- Reason for referral
- Initial Screening

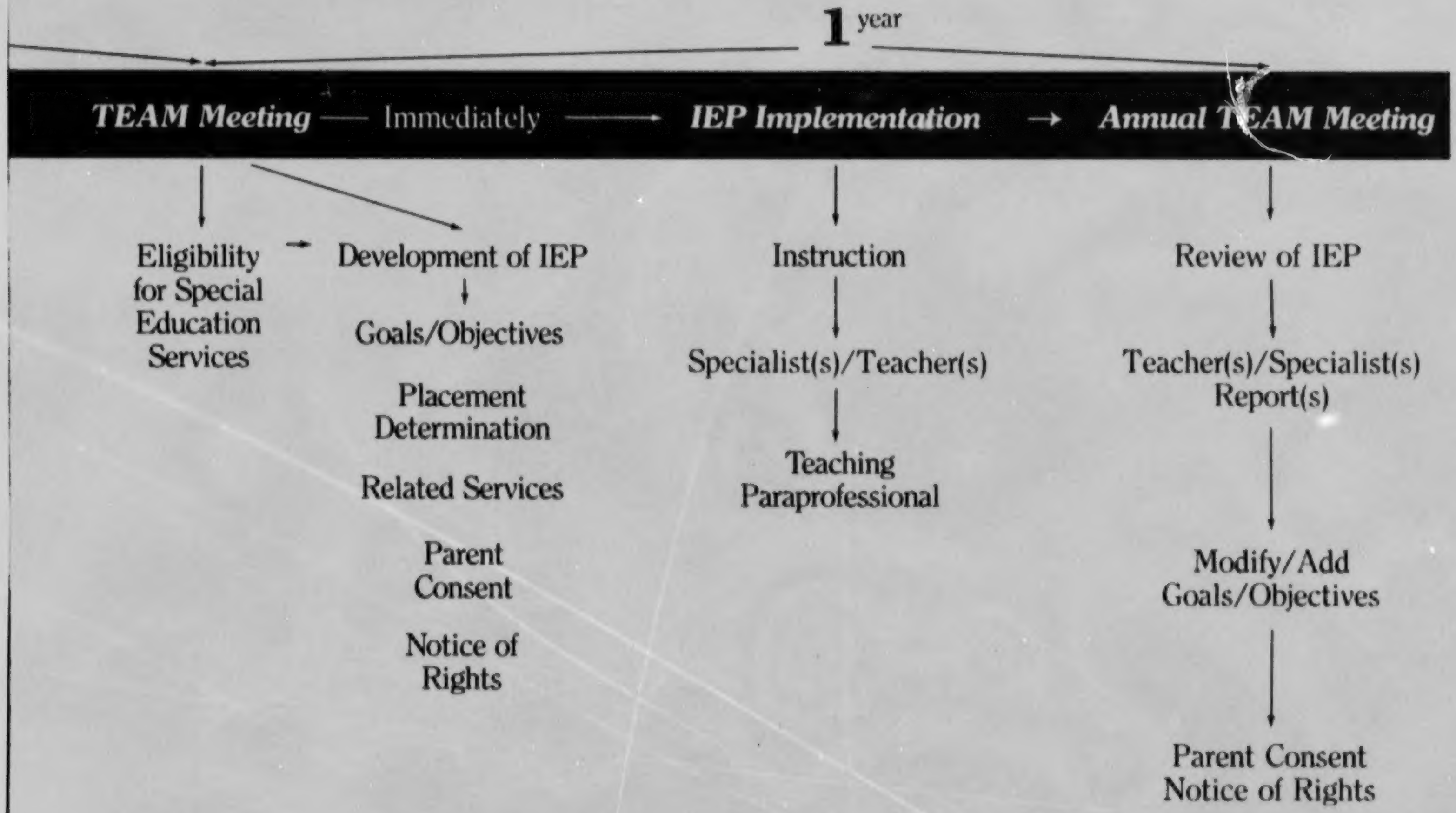
Assessment Plan:
- Mail Plan to Parent for Consent → Notice of Rights
- Reason for Assessment
- Areas to be Assessed
- Type of tests or procedures to be used
- Who will conduct Assessments

Informed Consent:
- Notice of Rights
- Parent Permission to Test

Receipt of Parent Consent:
- Assessment begins when parent permission received

Assessment Begins:
- Health Study
- Class Observation
- Psychological Evaluation
- Adaptive Behavior Scale
- Language Evaluation
- Achievement Test

*Not to include days in July and August. However, if a referral is made on your child less than 20 days before the end of the school year, the school has up to 30 days after the beginning of the subsequent school year to develop the IEP.


1 year
TEAM Meeting — Immediately → IEP Implementation → Annual TEAM Meeting
Eligibility for Special Education Services
Development of IEP
Goals/Objectives
Placement Determination
Related Services
Parent Consent
Notice of Rights
Instruction
Specialist(s)/Teacher(s)
Teaching Paraprofessional
Review of IEP
Teacher(s)/Specialist(s) Report(s)
Modify/Add Goals/Objectives
Parent Consent Notice of Rights

The Individualized Education Program (IEP) – a TEAM Approach

What Is a TEAM Approach?

The TEAM approach is the cooperative effort between *you* and your child's teacher(s) and other specialists with different kinds of skills. Together, *you* will reach the decision (IEP) that best suits your child. The TEAM develops the IEP at a meeting that must be held at a mutually convenient time and place for all participants. The teacher(s) and other specialists who work with your child are responsible for designing learning tasks and activities which correspond with the goals and objectives written in the IEP. They must also keep a record of your child's progress.

Who Is on the TEAM?

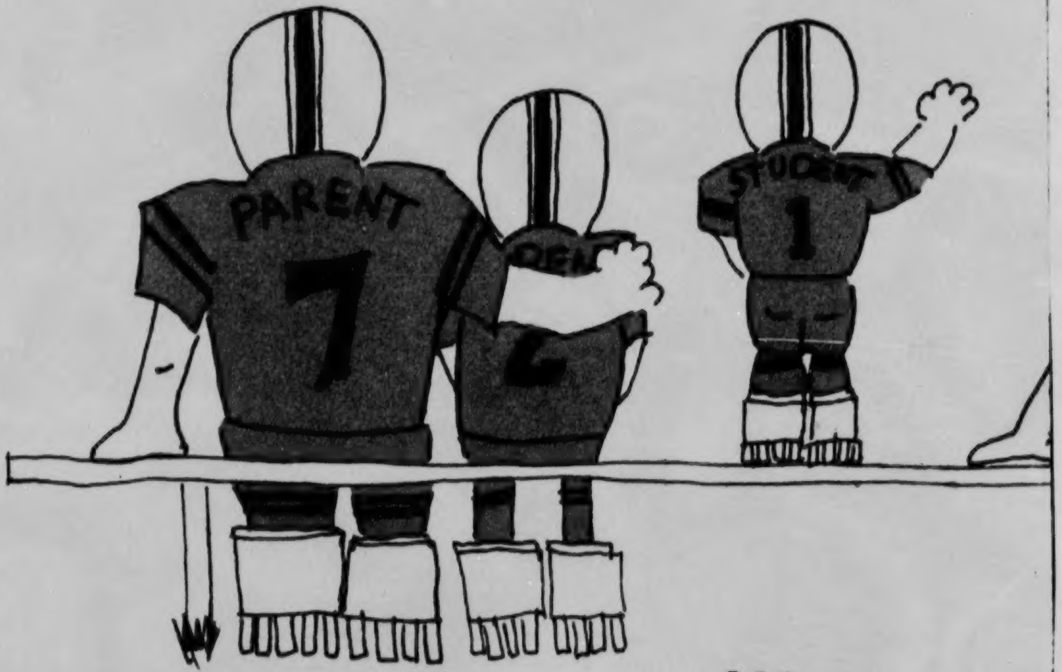
The TEAM who makes these decisions and who develops the IEP must include:

- A representative of the school (usually an administrator) who is qualified to provide or supervise special education programs.
- Your child's teacher(s).
- *You*, the parent, guardian.
- Your child (if appropriate).
- Other persons, as decided by the school and/or yourself; (e.g., psychologist; speech specialist; counselor; child advocate; interpreter; friend of parents; Regional Center client program coordinator, etc.).
- There also must be present a person who has conducted the assesssment of your child, *or* someone on the TEAM who understands the assessment procedures used with your child, and who is familiar with the results.

What Is the IEP?

An IEP is a document which must be written for *each child* who receives special education and related services. Your child's IEP helps ensure that special education program and services provided are appropriate to your child's learning needs, and that their appropriateness is evaluated regularly.

The IEP is a statement of the services to be delivered by the school. It describes anticipated goals and objectives for your child. It is *not* a contract. It serves as the "blueprint" for

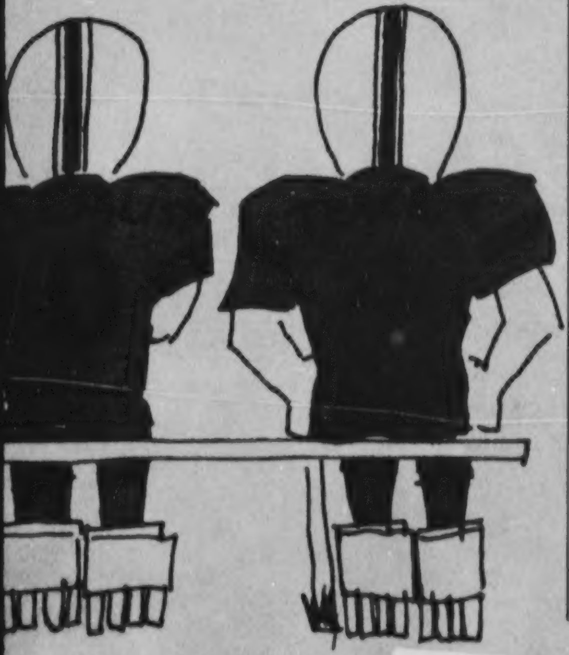


ongoing instructional planning in the classroom. It is *not* a lesson plan.

The IEP must be reviewed *at least once a year. You* or your child's teacher(s) can request a review at more frequent intervals.

What Must the IEP Contain?

The form used to record the IEP will vary from school district to school district, but it must *always* contain six (6) specific items. Each item represents a step in the process of developing the IEP. These items are:



1. Your Child's Present Levels of Educational Performance

Statements of what your child *can* and *cannot* do. These statements are based on the assessment information; and may include academic, social, language, psychomotor, self-help, pre-vocational/vocational, and other areas.

The statements should describe the way your child performs, and not be merely reports of test scores; (e.g., Mary can match the basic colors. Bobby can recognize coins).

2. Your Child's Annual Long-Term Goals

A list of the skills and behaviors the teacher and your child will be aiming for over the next year, based on his/her needs; (e.g., Mary will label four basic colors. Bobby will know the value of coins). These goals are the basis of your child's short-term objectives.

3. Your Child's Short-Term Objectives

Objectives are written for each long-term goal. They describe the steps (milestones) that must be accomplished to reach your child's goal.

Objectives are written in easy to understand language and are measured in a given time period. They serve as a guide for planning and carrying out learning activities in the classroom. (e.g., Mary will recognize and discriminate the colors red, yellow, blue and green. Bobby will be able to match the value of a nickel and dime with an equal number of pennies.)

4. Special Education Program and Related Services

This will describe what is provided to meet your child's learning needs; (e.g., mobility training, speech therapy, counseling, adaptive physical education, physical therapy, etc.). It will state when these services begin and how long they will last.

5. Placement

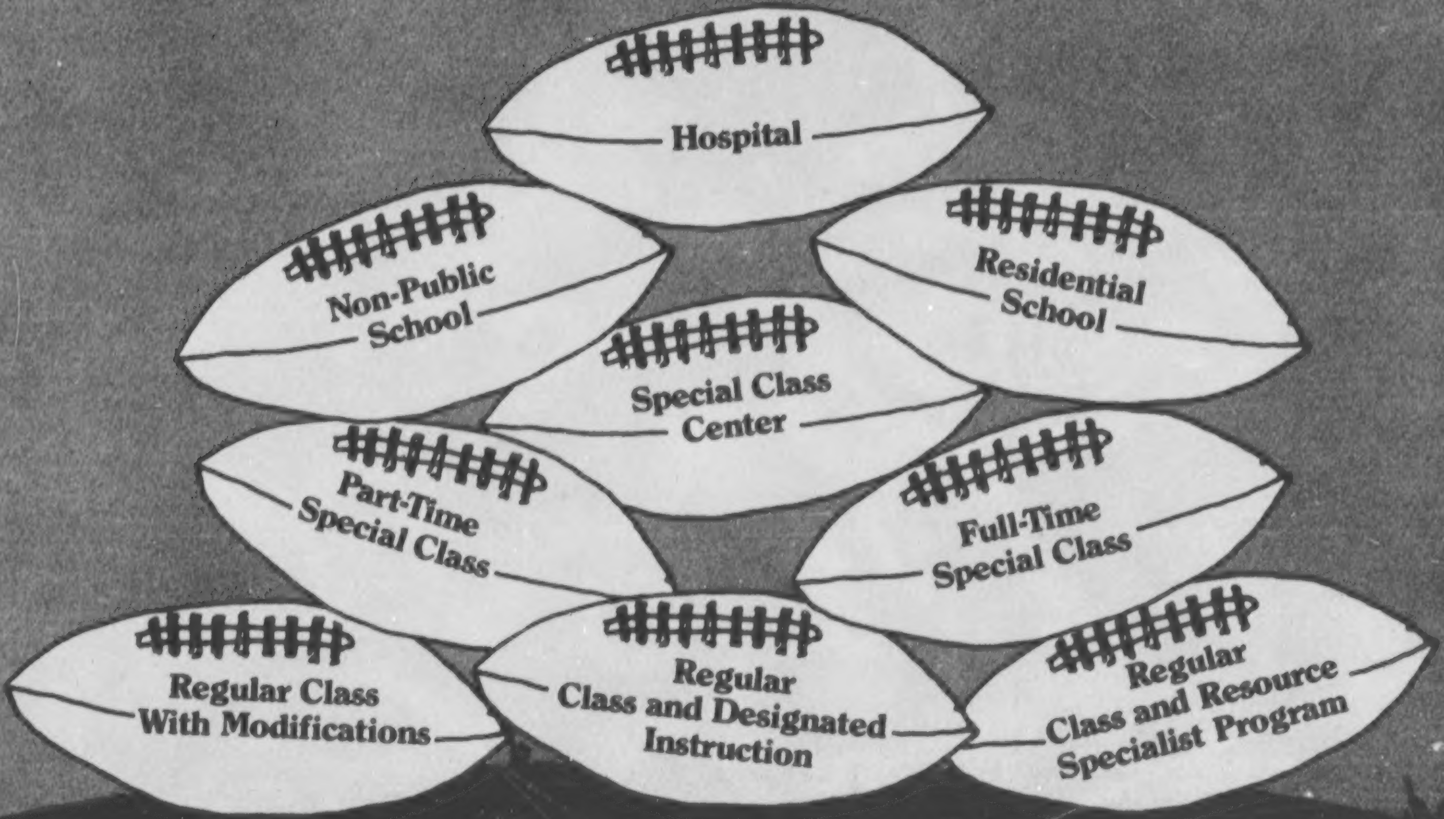
This means the type of program or class(es) your child will receive. (e.g., regular class and designated instruction, full-time special class, special class center, or non-public school.) A statement will be included about the extent to which your child will be participating in the regular education program. (e.g., lunch time — 30 minutes; recess — 10 minutes; regular music class — 40 minutes.)

6. Evaluation

This will describe how your child's progress will be measured, and will include the date when the IEP will be reviewed.

Notes: For secondary level students the IEP must also include the alternative ways that the student may meet the established graduation requirements. If your child changes programs or placement, the IEP must include provisions that will be made to help your child make a successful transfer. The IEP must also include extended school year services when needed.

Placement Options Available


Hospital
Non-Public School
Residential School
Special Class Center
Part-Time Special Class
Full-Time Special Class
Regular Class With Modifications
Regular Class and Designated Instruction
Regular Class and Resource Specialist Program

- If your child's learning needs change, so should the type of placement change.

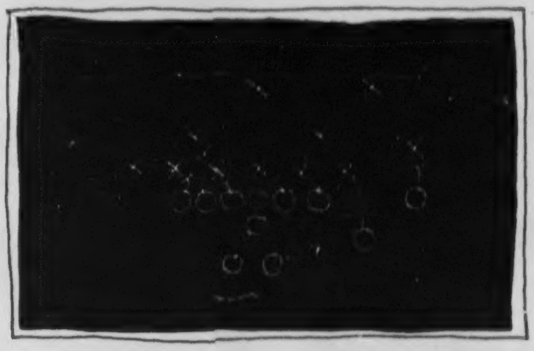
Special Education Delivery System

NON-MASTER PLAN AREAS	MASTER PLAN AREAS
LEARNING DISABILITY GROUP	**Resource Specialist Program**
SPECIAL CLASSES & CENTERS	**Special Classes & Centers**
SPEECH DEAF DEAF/BLIND HARD OF HEARING APHASIC	**Communicatively Handicapped**
BLIND PARTIALLY SEEING ORTHOPEDICALLY HANDICAPPED OTHER HEALTH IMPAIRED	**Physically Handicapped**
LEARNING DISABILITIES BEHAVIOR DISORDERS EDUCATIONALLY RETARDED	**Learning Handicapped**
DEVELOPMENTALLY HANDICAPPED TRAINABLE MENTALLY RETARDED AUTISTIC SERIOUSLY EMOTIONALLY DISTURBED	**Severely Handicapped**
RELATED SERVICES*	**Designated Instruction & Services**

What to Look for in Selecting a School Program for Your Child

While there is no such thing as a "perfect" program, we are certainly not advocating that *you* settle for whatever happens to be available. Some programs may require compromises. And, *you* must remember that the most well developed program still needs *you* to be complete. *You* will want to stay aware of what is going on. Continue to discuss your child's progress and problems with your child's teacher(s). Find ways that your home and school can work together. Listen to your child's reactions and stay alert to changing needs.

If your child has been recommended for placement in a special class/program, or if *you* are searching for one on your own, the most reliable way to decide if the classroom or school is right for your child is to visit. It sometimes takes more than a single visit. The following guidelines may be used as your checklist when *you* visit the class to observe it in action.



Classroom Environment

- Is the classroom atmosphere cheerful and relaxed?
- Is there purposeful activity going on?
- Does the teaching staff give *you* a feeling of interest and enthusiasm for the children?
- Are there a variety of instructional arrangements? (One-to-one — large group — small group instruction.)
- Are different methods and materials used with individual students or groups of students in the class?
- How large are the classes?
- Are activities, such as music, art, drama, and group discussions integrated into the routine, just as they would be in a school day for non-handicapped students?
- Does the curriculum include learning the skills of daily living? (e.g., handling money, cooking, shopping, using public transportation.) Teenagers may require vocational education coordinated with job placement.
- Is there an effort made to strengthen human "getting along" abilities? For the adolescent, needs grow in complexity, and a well rounded program for the older child should encompass these needs.
- Do opportunities exist to build satisfying social relationships to gain confidence, and move toward self-reliance and independence?
- Does the school offer ways for its handicapped pupils to mix with non-handicapped children in joint pursuits of common interests?

Does My Child Fit This Program?

- Try to picture your child in the program. Would your child fit in? *Be realistic*.
- Imagine the setting from your child's point of view, with his/her particular handicap. For instance, if your child has a hearing impairment, imagine that *you* cannot hear, and see how the classroom strikes *you*.
- If your child requires specific kinds of services, such as speech, physical therapy or adaptive physical education, are these provided by the program?
- Are the services available on the premises?
- If the services are available elsewhere, is transportation provided?
- How often are these services offered each week?
- Are special instructional materials available?
- Is special equipment needed by your child available at the school?

Professional Qualifications

- Learn about the training and experience of the staff, especially those responsible for supervision of your child.
- Although academic degrees are important, it is well to remember that the best teaching is not necessarily done by those with the best academic qualifications. A great many people who have no formal training are highly successful in working with handicapped people.
- Are there aides and/or other helpers (paraprofessionals, students, volunteers) who can free the teacher to give individual help, or offer assistance in providing special activities and meeting emergencies? If so, find out how supervision is maintained and evaluated.
- How often does the professional see your child? (e.g., teacher, speech therapist, adaptive physical education teacher.)
- In what way do these professionals influence the classroom activity?
- Find out about opportunities offered by the school for its staff to receive inservice training on an ongoing basis.

Parent Involvement

- What methods does the school use to involve parents? (e.g., volunteer aide.)
- Is there a parent group associated with the program? (e.g., PTA, PTO.)
- If there is a parent group, how often does it meet?
- Does the parent group have opportunities to discuss educational needs, contribute meaningfully to school programs, talk candidly about problems?
- Does it meet with the school staff?
- Is there a Parent Advisory Committee? (e.g., school or community.)
- What other lines of communication are there between parents and professionals associated with the program?
- Talk with other parents whose children have been enrolled in the program. Remember, however, that each individual reacts differently, so keep your own perspective.

Become Partners with Your Child's Teacher

Your child's teacher(s) are responsible for translating the IEP into meaningful, ongoing instructional activities. TEAM up with them — make them your partners. Work closely together to assure that the best program is carried out for your child. The following suggestions can be helpful in doing this.

- Regard each of your child's teachers as equal partners in the educational process.
- Make your view known in a positive, constructive manner.
- Respect the teacher's views, even if they may not agree with yours. Acknowledge the teacher's expertise in the classroom environment as you work together on your child's educational program.
- Visit the classroom, whenever possible, to show your interest in your child's progress.
- Set up a communication system:
  - a daily notebook is most effective for an elementary-age child.
  - for the secondary level, conference phone calls and notes work well.
- Keep your child's teacher informed. Tell the teacher what's going on in your child's home life. Tell the teacher about any positive or negative behavior. This enables the teacher to work best with your child.
- Ask the teacher for assistance when learning or behavior problems arise at home.
- Attend scheduled teacher conferences. Be sure to keep designated appointments. If *you* cannot keep your appointment, be certain to call as far in advance of the date and time as possible.
- Attend PTA and other school functions, whenever possible.

IMPORTANT

KEEP GOOD RECORDS!

As the parent of a child with special needs, *you* will have gathered a tremendous amount of information about your child from various professionals and service agencies. Each time *you* seek services for your child *you* will be asked to supply this information.

As the primary *decision maker, observer,* and *advocate* for your child, it is to your benefit to keep good and up-to-date records. Here's a way to keep your information organized. Purchase a loose-leaf binder with tabbed dividers. Suggested sections for your notebook are:

Background Information
Developmental History
Your Child's Medical History and Medical Reports
Family Health History
Educational History
Educational, Psychological and Therapy Reports
Copies of Your Child's IEP and School Progress Reports
Samples of Your Child's Past and Present Work
Copies of Records From Outside Agencies (such as Regional Center)
Copies of Letters *you* Have Written and Received
A Record of Your Contacts With School and Agencies (Personal Visits, Phone Calls)
Your Long-Term Goals and Short-Term Objectives.

You may want to take your notebook with *you* when *you* go to your child's school for an IEP meeting, or when *you* visit a new agency or service provider. So Remember…

Keep your notebook up-to-date

Setting Goals

Criteria for Good Goals

- State goals in a positive manner.
- Describe what skill(s) your child will have (e.g., "play the piano" vs. "taking piano lessons").
- Goals should be realistic and reachable within a reasonable amount of time; otherwise, both *you* and your child may become frustrated and disappointed.

Some goals seem to fit into more than one area. "Learn to type" could be seen as a vocational skill, *OR* as a motor skill. Knowing which area a goal should fit into is not really that important; the skill areas merely help *you* to think of the things *you* would like your child to do.

Sample Of Goals

Reading Goals

- Read traffic safety signs
- Improve sight vocabulary
- Read at a fifth grade level
- Understand what is read
- Read a book

Writing/Spelling Goals

- Print name and address
- Spell name and address
- Write a book report
- Make fewer spelling mistakes
- Print more neatly

Math Goals

- Get a passing grade in Algebra
- Count by fives
- Make change
- Tell time
- Learn multiplication tables

Motor Goals

- Swim
- Cut with scissors
- Play on the basketball team
- Drive a car
- Play the piano

Self-Help Goals

- Eat with a knife and fork
- Go to the store on errands
- Bring belongings home from school
- Use the stove safely
- Ride the bus
- Use the telephone
- Cross a street with traffic signals

Social/Emotional Goals

- Have good manners
- Enjoy playing with peers
- Sleep without a light on
- Play table games with the family
- Participate in group activities

Pre-Vocational/Vocational Goals

- Be on time (for school, etc.)
- Learn to type
- Listen and follow instructions
- Complete job/task
- Use tools
- Do chores around the house
- Fill out a job application
- Work independently

Be Prepared for the TEAM Meeting

To see if *you* are adequately prepared for the TEAM meeting, use the check list provided at right. If *you* have done everything, *you* should have the confidence that *you* will be a capable, effective TEAM member.

1. Do I have my child's notebook of records? ____
2. Do I have our stated goals? ____
3. Have I noted the social and emotional interaction of my child with his/her peers, family and community? ____
4. Did I provide specific, accurate information about my child's skills at home? ____
5. Do I have copies of the most recent assessment information? ____
6. Do I know my rights, protections, and due process safeguards under Public Law 94-142? ____
7. Have I notified my child's Regional Center client program coordinator? ____
8. Have I invited a friend or outside specialist who knows my child? ____
9. Have I attended teacher conferences when notified? ____
10. Does the school have copies of all outside assessments that have been done on my child? ____
11. Have I had a preliminary meeting for new assessment results with the appropriate evaluation specialist? ____
12. Have I examined the contents of my child's school records? ____
13. Have I followed through with suggestions made by the school staff with which I was in agreement? ____
14. Did I cooperate by releasing requested information? (Medical reports, etc.) ____
15. Have I observed my child's classroom, teacher and services? ____
16. Is this education program helping my child? ____
17. What evidence of the benefits of the program have been demonstrated to me in our home? ____________________

    ____

18. Have I read the section of this bookentitled "Evaluating the TEAM Meeting"? ____

Evaluating the TEAM Meeting

The following is a checklist designed to assist *you* in evaluating the quality of the IEP developed for your child at the TEAM meeting. (Note: Perhaps not all of these questions will apply to your child.)

	YES	NO	NOT SURE
1. Do I understand where my child presently functions in relation to each goal and objective?	____	____	____
2. Are written goals and objectives clear and understandable?	____	____	____
3. Are written goals and objectives reasonable and realistic?	____	____	____
4. Can I answer each of the following questions for each objective?			
• What is to be done?	____	____	____
• When will it be done?	____	____	____
• Who will do it?	____	____	____
• How will I know when the objective is completed?	____	____	____
5. Does it appear that the individual needs of my child are reflected in these goals and objectives?	____	____	____
6. Did I provide input to the development of such goals before they were presented to me?	____	____	____
7. Are the written goals and objectives the ones I feel are most important?	____	____	____
8. Is the teacher who will be working with my child in agreement with the written goals and objectives?	____	____	____
*9. Have related services and supplementary aids that my child may need been considered? (Note: When assessment information or other data indicates the need for these services, these services will be included in the IEP.)	____	____	____
10. If any of these services are written into the IEP, is the beginning date and estimated duration of the services specified?	____	____	____
11. Has a date been set to review my child's progress toward the objectives?	____	____	____

12. Have other major agencies or persons who provide services to my child been notified of the TEAM meeting, if I feel such an invitation is appropriate? (For instance, Regional Center.) _____ _____ _____

13. Have I signed release forms and requested that copies of my child's IEP be mailed to other persons or agencies who serve my child? _____ _____ _____

14. Has some effort been made by members of the school TEAM to coordinate the school plan with other outside agencies providing service to my child? _____ _____ _____

15. Have the professionals developed a communication plan to make sure that instruction is coordinated and not duplicated for my child? _____ _____ _____

16. Have all appropriate school placement alternatives been considered (local school, school district, county or other regional programs)? _____ _____ _____

17. Have I visited the classroom that is being recommended for my child? Or, have I made some effort to become familiar with the recommended placement? _____ _____ _____

18. Does the recommended placement allow my child the greatest interaction with children in regular classrooms? Or with children who are less handicapped? _____ _____ _____
_____ _____ _____

19. Do I feel my child might learn more in a different classroom or type of program? _____ _____ _____

Why? ____

*20. Do I agree with my child's identification? _____ _____ _____

evaluation? _____ _____ _____

placement? _____ _____ _____

**21. Is the educational programming (IEP) being carried out? _____ _____ _____

If you have answered "Yes," the TEAM has been successful in creating the most beneficial program for your special child.

If you have answered "No" or "Not Sure," you need to ask questions and further inquire to relieve your doubts in order to reach a definite "Yes" answer.

If you have answered "No" to any of the starred (*) items, you may refuse to sign that part of the report of the TEAM. Only the parts of the IEP that you agree with will be implemented. Areas with which you do not agree may become the basis for a Fair Hearing.

If you have answered "No" to the double starred (**) item, try to resolve the problem with the teacher and principal first. If that doesn't work, you may need to go through the Fair Hearing process.

Is a Fair Hearing Needed?

Yes, if your safeguards have not been complied with, or if *you* disagree with any of the recommendations of the TEAM regarding identification, evaluation, placement, or the provision of a free appropriate public education to your child, then *you* may wish to ask for a Fair Hearing. In addition, *you* may request a Fair Hearing if the educational program of your child is not being carried out as designated on your child's IEP.

The intent of a Fair Hearing is to provide an objective forum. It allows for appropriate educational decision-making when a disagreement occurs.

When considering a Fair Hearing, *you* must ask yourself, "Am I committed to a Fair Hearing?" If *you* answer "yes" and request the hearing, *you* will need to commit yourself to the *time* required to adequately prepare and present your case.

Before a hearing is requested, all attempts should be made by the TEAM to reach an acceptable resolution of the differences. If after such attempts have failed to solve your disagreements, then the Fair Hearing process may be pursued by submitting a written request to the Superintendent of Public Instruction. A copy should be sent to your school district (public educational agency).

The request for a Fair Hearing should state the issue(s) upon which *you* are basing your appeal. Upon receipt of your request, the following two events must take place:

1. The Superintendent of Public Instruction will advise *you* and the public educational agency of all your rights relating to procedural safeguards (the Fair Hearing process) including the right to waive the mediation conference.
2. Within three days after your school district receives your request for a Fair Hearing, they must advise *you* of free or low-cost legal services available in your area.

The basic Fair Hearing process consists of the informal conference at the local level, the mediation conference and the hearing at the state level. This procedure can be modified because you have the option to waive either the informal conference or the mediation conference or both.

If the mediation conference is not waived, the Superintendent has 15 days from the receipt of your request to hold the conference. Many issues can be resolved at this stage of the Fair Hearing process. However, if the problem is not resolved, the mediator shall list those issues upon which the state-level hearing will be based.

The Fair Hearing process should not last longer than 45 days unless either party requests a continuance.

If satisfactory results are not brought about through the Fair Hearing process, *you* may choose to carry action into the civil courts.

Know Your Responsibilities for a Fair Hearing

Before a Fair Hearing

Be informed

Become familiar with all of the rights and responsibilities of the Fair Hearing process. *You* should be completely familiar with the laws regarding the Fair Hearing process. Your local district has the obligation to inform *you* of your legal rights. Other good sources of information include parent advocacy groups, the County Superintendent of Schools' Office, and the State Department of Education.

Communicate with your school district

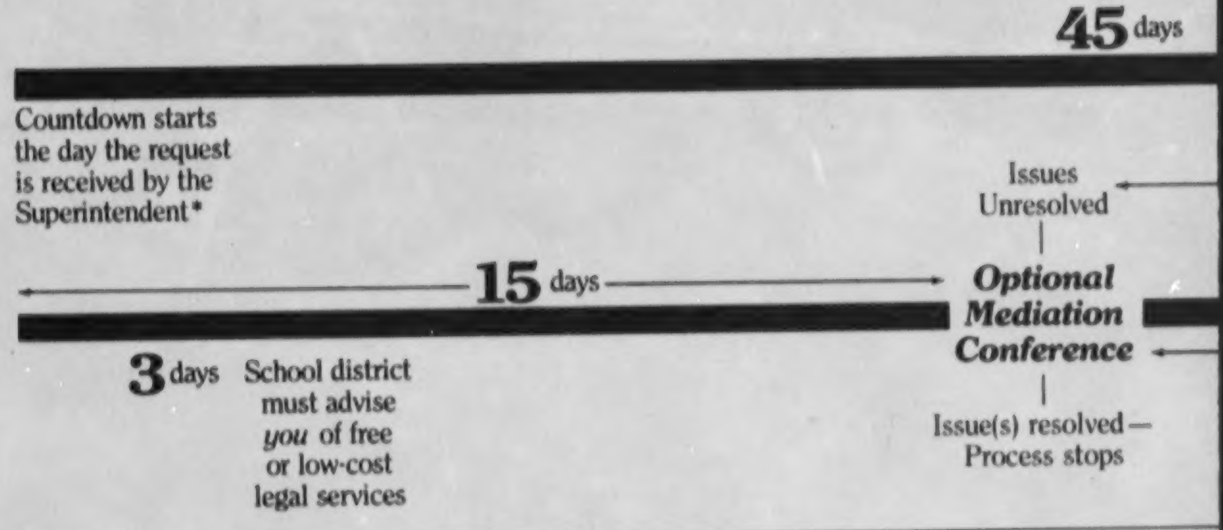
Although the issue or concern is usually between the school district and *you*, it is still important to communicate with district personnel. Information that *you* must communicate to the district includes:

- convenient dates,
- locations for the hearing,
- provisions for interpreters,
- and exchange of documents.

Decide on open vs. closed hearing

A Fair Hearing may be either closed or open to the public. The type of hearing is entirely your decision. If a hearing is open to the public, confidentiality is waived. An open hearing, however, does permit media coverage. Careful thought should be given to the type of hearing *you* desire.

Timetable for a Fair Hearing


45 days
Countdown starts the day the request is received by the Superintendent*
Issues Unresolved
15 days
Optional Mediation Conference
3 days School district must advise you of free or low-cost legal services
Issue(s) resolved — Process stops

If you request access to your child's school records, access must be given within five (5) days.

Prepare your case

Determine and clarify the issue(s). *You* will need to specify precisely what issue or issues *you* want the panel to determine, so that a clear decision can be made. It is your responsibility to inform the district what issue(s) *you* are basing your appeal on. Only issues relating to the identification, evaluation, placement, implementation of the IEP, and free appropriate public education provision should be raised.

Establish a support system

Advocate

You may want to be represented or have someone else plead your case. This person is called an advocate. An advocate does not have to be an attorney. To avoid any delays, *you* should advise the district who your advocate is, and sign any necessary authorization forms.

Witnesses

At the hearing *you* have the right to call any person who has information about the case. Any testimony of a witness, however, must be relevant to the issue(s).

Evidence

Evidence can be either oral testimony or written documents. If the case is complex, *you* should consider providing the hearing officer with a written statement which will set forth the facts of the case, the issue(s) to be decided upon and your reasons for requesting a certain decision. All evidence must be disclosed to the other party at least five (5) days before the hearing in order for it to be used.

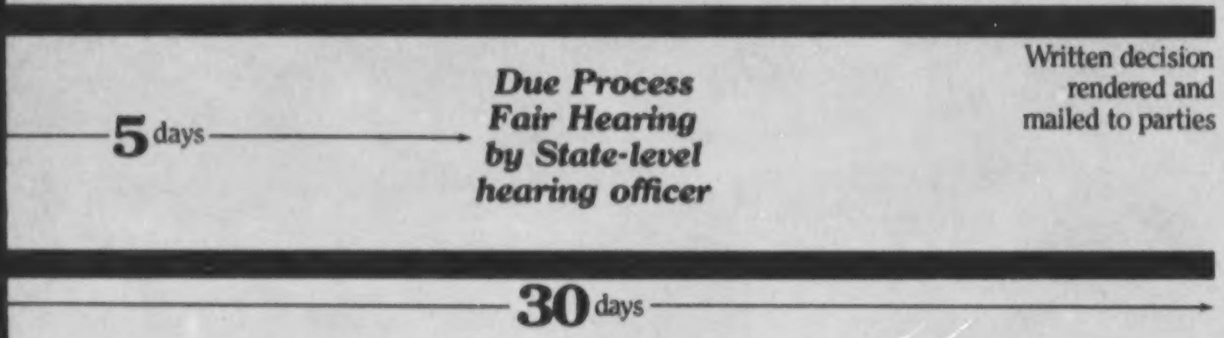
Plan of presentation

It is a good idea to prepare a written plan or an outline for presenting your case.

During a Fair Hearing

Present your case

Follow your plan of presentation. *You* or your


5 days
Due Process Fair Hearing by State-level hearing officer
Written decision rendered and mailed to parties
30 days

advocate have the right to make an opening statement, presenting the issue(s) to be decided upon, and to state your position on the issue(s) *you* are presenting. Call your witnesses. The hearing is informal. *You* may prefer to have the witnesses make their statement; then ask them questions to clarify. Within the roles determined by the hearing officer, witnesses may be asked questions by the district representative.

Presentation of the district's case

Take notes on the district's presentation. Avoid interruptions and continuous objections. *You* will then be better prepared to ask appropriate questions, and *you* will be more effective on cross-examination. *Remain calm.*

Objections may be used at a hearing. They are appropriate if a statement is not relevant, or if it is hearsay. However, hearsay may be allowed, as long as an entire decision is not based upon it.

After the Fair Hearing

The Decision

The hearing officer must render a written decision which must include those facts upon which the decision was made. This is the final administrative determination and is binding on all parties.

Implementation of Decision

The decision must be implemented immediately. In order to implement the decision, it will be necessary for all persons involved to work together and communicate with one another about any difficulties encountered. The responsibility for implementation rests with *both* the district personnel and *you*.

Civil Action

If the issue is not resolved to your satisfaction, a civil action may be filed. At this level, the court will review the proceedings and determine if the decision is supported by the evidence.

Who Can Help You?

Your Child's Teacher can consult on such matters as your child's progress and the skills being taught, advise on improving study habits and skills, and suggest at-home learning experiences. The teacher can refer *you* to other professionals when necessary.

Your Local Principal is the educational and policy leader of your school. Check with this person on matters of school-wide operation or policy, to seek information, make a suggestion or resolve a problem.

Your School District's Supervisor of Special Education will answer questions concerning services available for students with exceptional needs. This person can advise *you* of community resources and activities for your child.

Your Superintendent of Schools recommends major policy decisions to the Board of Education and is in charge to administer them.

Your Board of Education consists of citizens elected by voters to set policy for the entire school district. They meet in public session to conduct the business of the school district.

Your School District Advisory Committee is composed of parents of children with special needs and teachers to offer advice.

Your PTA Special Education Chairman, PTA President or PTO President at your local school, provides information on parent involvement and educational opportunities.

Your Physician, Pediatrician or Health Center may refer *you* to other professionals, agencies, and organizations.

Regional Center for the Developmentally Disabled provides diagnostic and assessment services and coordination of resources. It provides a central point of contact for individuals with developmental disabilities, or their families. Through the Individual Program Plan (IPP), necessary services can be identified according to the client's needs during his/her lifetime. Among the services provided by regional centers are preventive and guardianship services, advocacy, consultation to other agencies, community education, community resource development, and client program coordination.

Your Local Library may provide a listing of organizations and groups operating in or near your community offering support for *you* and your special child. Some of the organizations *you* may find helpful are:

- California Association for Neurologically Handicapped Children…Adults (CANHC)
- California Association of The Physically Handicapped (CAPH)
- California Association for the Retarded (CAR)
- California Association of State Hospital-Parent Councils for the Retarded (CASH-PCR)
- California Association of the Deaf (CAD)
- Council for Exceptional Children (CEC)
- Easter Seal Society (ESS)
- Epilepsy Foundation of America (EFA)
- Los Angeles County Epilepsy Society (LACES)
- National Association for Visually Handicapped (NAVH)
- National Down's Syndrome Congress
- National Society for Autistic Children (NSAC)
- United Cerebral Palsy Association (UCPA)

Other Resources

- *Closer Look*, , Box 1492, Washington, D.C. 20013

  Is a national Information Center for parents, and also publish an excellent newsletter four times a year which is free.

- *Protection and Advocacy Incorporated,* 1400 K Street, Suite 307, Sacramento, California 95814

  Is the non-profit corporation designated by the Governor to be California's system to protect and advocate the rights of persons with developmental disabilities. They publish a newsletter which is free.

GLOSSARY OF ALPHABET SOUP

This is a simple dictionary of terms used by professionals involved with your child. The short definition of these words included here should help *you* when reading reports, attending meetings or conferences, and/or talking with specialists who have contact with your child.

Adaptive Physical Education. Refer to Physical Education definition.

Affective. Pertains to feelings or emotions.

Aphasia. The defect or loss of ability to understand, manipulate, or express ideas with language.

Appropriate Placement. A specific educational placement which delivers the special education and related services in conformity with the individualized education program (IEP) for an individual with exceptional needs.

Assessment/Evaluation. Encompasses all those functions in the testing and diagnostic process leading up to development of an appropriate, individualized, educational program and placement for a handicapped child. Recent and reliable data from assessments done by appropriately licensed professionals may be used in lieu of scheduling additional assessments. Assessment may include screening to identify potentially handicapped children; the observation, testing, and diagnosis of those children to specifically identify each child's handicapping condition and the severity of that condition; and the definition of educational needs based on handicapping conditions and learning profile.

Attention Span. Concentration measured in length of time.

Audiology. Includes not only testing to determine the nature of the loss and usable range of hearing, but also considerations for language habilitation, speech reading, counseling and guidance of students, parents, and teachers about the specific needs, and the determination of the child's needs for appropriate aids.

Auditory Comprehension. Understanding what is heard.

Auditory Discrimination. Ability to detect subtle differences between sounds in words (tap-cap; cap-cop).

Auditory Memory (short-term, long-term). Ability to remember what is heard (words, numbers, stories).

Auditory Perception. The ability to receive sounds accurately and to understand what they mean.

Autism. A disorder which is characterized by severely delayed language development; impaired social development; an insistance on sameness or resistance to change, and which has its onset in early childhood.

Baseline (Pre-evaluation). Refers to the level at which the individual performs the task to which the IEP refers before intervention or training.

Behavior Modification. A procedure that is based on the belief that all behavior is learned and therefore can be unlearned (changed). One must decide the specific behavior to be changed and decide on a definite plan for accomplishing that goal.

Body Image. Awareness of one's own body (including the precise location of its parts in time and space).

California Master Plan for Special Education (CMPSE). A state plan for statewide changes and improvements in special education thereby providing for a free, appropriate education to all individuals with exceptional needs (IWEN). This plan was adopted to conform with Federal Law 94-142. State legislation provides for the phase-in of the master plan statewide. It will be generally available in your local school area by 1982.

Cognition. The act or process of knowing. Cognitive skills include reasoning, concept formation, and analytical or logical thinking.

Communicatively Handicapped (CH) (Master Plan category). Those students who are deaf, deaf/blind, severely hard of hearing, severely language handicapped (including aphasic), and language and speech disabilities.

Curriculum. A program of study. A planned appropriate course of study based on student's ability to achieve.

Deaf. A student with a hearing loss so severe that it inhibits language processing and affects educational performance.

Deaf/Blind. Hearing *and* vision impairments which result in severe communication and educational problems.

Decoding. Ability to arrange sounds or symbols into ideas.

Designated Instruction and Services (DIS)(Master Plan Area). Refer to Related Services definition.

Developmental. Successive changes during the process of natural growth.

Developmental Disability (DD). A disability attributable to mental retardation, cerebral palsy, epilepsy, autism, or other neurological handicapping condition found to be closely related to mental retardation or to require treatment similar to that required for mentally retarded individuals. Such disability originates before an individual attains age 18, continues, or can be expected to continue, indefinitely, and constitutes a substantial handicap for such individual.

Directionality/Laterality. Awareness of the two sides of the body and the ability to identify them as left and right and to project this correctly into the outside world, as in knowing which is the right hand of a person facing you.

Educable Mentally Retarded (EMR). Refer to Mental Retardation definition.

Educational Assessment Service (EAS) (Master Plan areas). This team is at the district or county level for individuals who require a more appropriate program or more services than available at their local school. A more in-depth assessment/evaluation may be done at this level with more professional specialists involved as team members.

Educationally Handicapped (EH). Students who show significant discrepancy between their ability and school achievement.

Eligibility and Planning Team (E&P) (For Non-Master Plan areas). Determines eligibility or dismissal from a program. If individual eligible for program, this team develops the individualized education program (IEP). Minimum members on the team will be administrator or his designee, special education teacher, nurse, school psychologist, parent, child (when appropriate), regular teacher (when appropriate), and other appropriate persons.

Encoding. Changing ideas into words or written expressions.

Evaluation. Refer to Assessments definition.

Expressive Language. Speaking, gesturing, or writing skills for communication with other people.

Extended School Year. Days over and above the mandatory school year; summer school.

Eye/Motor Coordination. The ability to relate vision with movements of parts of the body. (e.g., the point at which the hand becomes the tool to serve the visual mechanism.)

Fine Motor Coordination. Pertains to usage of small muscles, such as finger and wrist movements and eye-hand coordination. Involves drawing, cutting, writing, pasting, tying shoelaces, buttoning, zippering, etc.

Fundamental Skills (FS). Refer to Mental Retardation definition.

Gross Motor Coordination. Pertains to usage of large muscles (balance, jumping, running).

Identification. Identify handicapping conditions which require special education services. Through both the initial screening and assessment, and on-going evaluations to continually determine the nature of each child's learning style.

Individualized Education Program Team (IEP Team). Reviews the assessment results, determines eligibility, determines the content of the IEP, and makes program placement recommendations.

Intelligence Quotient (IQ). The score obtained on a test of mental ability; it is usually found by relating a person's test score to his age.

Laterality. Internal awareness of the two sides of the body and their differences.

Learning Disabilities (LD) or Learning Disabilities Group (LDG) Provides services for students with mild special education needs. Students are assigned to regular classroom teachers for the majority of the school day and receive LDG services as determined by the team.

Learning Handicapped (LH) (Master Plan category). Those students who display learning disabilities, behavior disorders, educational retardation, or a combination of these.

Least Restrictive Environment (LRE). Education with children who are not handicapped; separate schooling, classes, occurs when the nature of the handicap is such that education in regular classes cannot be achieved satisfactorily.

Local Plan. A plan developed by school districts and counties, and submitted for State approval, which assures and provides for delivery of special education services to all eligible individuals with special needs living within the geographic boundaries covered by the plan.

Mainstreaming (Integrated Program). Participation in a regular education setting.

Mental Age (M.A.). As measured by maturity level.

Mental Retardation (M.R.). A group of conditions characterized by inadequate social adjustment, reduced learning capacity, and a slow rate of maturation due to below average intellectual functioning.

Modality. A way of acquiring sensation — visual (sight), auditory (hearing), tactile (touch), olfactory (smell), gustatory (taste), kinesthetic (movement).

Multi-Handicapped (MH) or Other Multi-Handicapped (OMH). The individual has any two or more disabilities each of which is of sufficient severity to require enrollment in a special class but, because of the combination of the disabilities, the team determines that the individual cannot be appropriately served in a single disability special class.

Occupational Therapy (OT). For those who may have difficulty performing self-help, play or school-related activities. The aim is to promote self-sufficiency and independence in these areas. After evaluating students to see how they use their muscles, the therapist chooses exercises and activities designed to improve the child's motor skills, including self-help skills, psycho-social skills, perceptual-motor skills, and pre-vocational skills.

Orthopedically Handicapped (OH). Diagnosis of a health impairment or a serious impairment in locomotion or motor functions which adversely affects the individual's educational performance.

Other Multi-Handicapped (OMH). Refer to Multi-Handicapped definition.

Perception. The process of interpreting sensory information. The accurate mental association of present stimuli with memories of past experience.

Perseveration. Continuing to behave or respond in a certain way when it is no longer appropriate. Difficulty in shifting from one task to another.

Physical Education (PE). The development of physical and motor fitness; fundamental motor skills and patterns; movement education; and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes adaptive physical education which is a specially designed program tailored to the child's needs.

Physical Therapy (PT). Activities for promoting self-sufficiency primarily related to gross motor skills such as walking, sitting, and shifting position. Helps children with special equipment used for mobility such as wheelchairs, braces, and crutches.

Physically Handicapped (PH) (Master Plan category). Those students who are blind, partially seeing, orthopedically handicapped, or other health impairments.

Program Specialist (PS). Assists and consults with resource specialists, DIS personnel, and special class teachers; plans programs; coordinates curricular resources and assesses program effectiveness; provides expertise in his/her own specialty area (e.g., communicatively handicapped, physically handicapped, learning handicapped, or severely handicapped).

Psychomotor. Refers to muscle responses including development of fine-motor small muscles (cutting, etc.) and large muscles (walking, jumping, etc.).

Receptive Language. Recognition and/or understanding of what is seen or heard.

Related Services. Services, provided by specialists, that are not normally provided by regular and special education teachers. Transportation, and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education. These services may include, but should not be limited to: language/speech, audiology, psychological services, mobility instruction, instruction for the visually handicapped, instruction in the home or hospital, adaptive physical education, coordination and/or provision of physical therapy and occupational therapy, specialized driver training instruction, career preparation, work-study, occupational training (specially designed vocational education), counseling and guidance, behavior management, parent education, school health services.

Resource Specialist (RS) Resource Specialist Program (RSP) (for Master Plan areas). Provides special education instruction, materials, and supplemental services to handicapped children who are assigned to regular classroom teachers for the majority of the school day. Responsibilities of the RS include assessing pupil progress, revising IEP's, coordinating services and consulting with parents and staff.

School Appraisal Team (SAT) (for Master Plan areas). Local school team (first level) comprised of the school administrator, resource specialist, program specialist, designated instructional services personnel and personnel responsible for assessing and writing individualized educational program (IEP) for pupils receiving services in resource specialist program or designated instructional services.

Sensory-Integrative Therapy. Training designed to assist the student to integrate and organize information obtained from the various senses (such as vision and hearing) in order to perform a complex response — like reading.

Sensory-Motor. Ability to act and perform as directed by the senses; the ability to hear and do things in response to a given stimulus. It is associated with how well a person is coordinated when dealing with the senses of hearing, seeing, tasting, smelling, feeling, and motor ability.

Seriously Emotionally Disturbed (SED). Students who display one or more of the following characteristics over a long period of time: (a) inability to learn which cannot be explained by ability, health, vision or hearing deficits; (b) problems in relating to other children and adults; (c) inappropriate behaviors or feelings (e.g., extreme anger reactions); (d) severe depression or unhappiness; (e) tendency to develop physical symptoms or fears about personal or school problems.

Severely Handicapped (SH) (Master Plan category). Those students who are seriously emotionally disturbed, developmentally handicapped, trainable mentally retarded, autistic.

Severe Language Disorders (SLD/A). Children who have difficulty with the comprehension or expression of language which interferes with their school achievement, but who exhibit normal nonverbal intellectual abilities.

Social Maturity. The ability to assume personal and social responsibility, expected of persons of similar age.

Specific Educational Placement. Means the unique combination of facilities, personnel, location, and/or equipment brought together to provide educational services in any or a combination of public, private, home, hospital or residential settings to an individual with exceptional needs, as specified in the IEP.

Speech Therapy. Remediation provided by a speech and language pathologist to facilitate language development, both receptively and expressively, to correct faulty speech patterns, including but not limited to: mis-articulations, stuttering, resonance and voice problems.

Trainable Mentally Retarded (TMR). Refer to Mental Retardation definition.

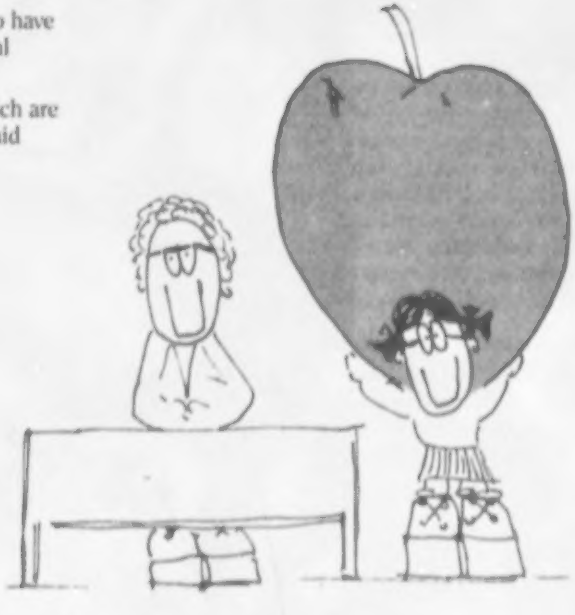
Visual Discrimination. Using the eyes to identify differences in letters, words, and/or pictures.

Visual Motor. The ability to relate vision with movements of the body or parts of the body.

Visual Perception. Understanding what is seen.

Visually Handicapped (VH). Students who are blind or who have partial sight and who, as a result, experience lowered educational performance.

Vocational Education. Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment.



Padres, Unanse a Su Escuela

Un Manual Para Ayudar
A Su Niño Especial

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CALIFORNIA HOME ECONOMICS ASSOCIATION
PILOT CLUB DE TORRANCE
TRW SEMICONDUCTORS, INC.
WOMEN OF THE MOOSE, SUCURSAL #[illegible] LONG BEACH

"Bagheel" C. Los dibujos son proveídos de Mike Morrison

Este manual no tiene registro literario. Cualquier individuo o grupo puede reproducir su contenido total o parcialmente, y usar dicho contenido para el mejoramiento de los programas de educación especial costeados públicamente.

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DEDICATORIA

Se dedica este manual a todos aquellos que son, o pueden llegar a ser, clientes del Centro Regional Harbor, y a los padres de niños en edad escolar que tienen necesidades especiales.

PROLOGO

Ustedes, como padres de niños con necesidades especiales, ¡son padres muy especiales! El papel de padre o madre tiene para *ustedes* una magnitud mas grande que la prevista por cualquier libro de educacion infantil.

Son *ustedes* los protectores principales de los intereses de su niño, los defensores de sus derechos, y sus principales intercesores.

Ustedes son miembros esenciales del GRUPO educativo que prepara el programa escolar que mejor se adapta a las necesidades de su niño. El conocimiento directo y constante que *ustedes* poseen de su niño es de importancia vital. Como participantes activos del GRUPO, *ustedes* deben discutir sus observaciones de la conducta de su niño, sus puntos fuertes y debiles. *Ustedes* deben prepararse para coordinar los esfuerzos ofrecerles hacia el crecimiento educativo de su niño.

Este manual fue escrito por padres de familia para ayudarles a *ustedes* a convertirse en miembros efectivos del GRUPO educativo, y para ofrecerles una referencia continua durante los años escorlares de su niño.

Recuerden…solamente *ustedes* y su GRUPO pueden producir un programa que tenga exito para su niño especial.

La Educación de Su Niño y la Ley

La Ley Dice Que Ustedes Tienen Cuatro Derechos PRINCIPALES

1. Educación Pública Adecuada y Gratuita

Este es el derecho fundamental más importante. Su niño incapacitado debe participar en un programa educativo especialmente diseñado para enfrentarse a las necesidades características de su aprendizaje. Esta educación se debe ofrecer *sin costo alguno* para *ustedes*. En caso de no haber un programa adecuado en la escuela pública, se orfrecerá uno en una escuela privada, el cual será costeado públicamente.

2. Colocación en el "Ambiente Menos Restrictivo" (LRE)

El "ambiente menos restrictivo" es aquél en el cual su niño aprende mejor. Este *puede* o *no puede* ser el salón regular de clases. (No debe confundirse el LRE con la colocación en una clase regular). Las clases y los servicios especiales deberán estar situados cerca de las clases para niños incapacitados, es decir, en el terreno regular de la escuela.

Se asignarán a las clases regulares únicamente a los niños que se beneficien con las colocación en una clase regular. Su niño incapacitado debe recibir su educación en el programa que le permita el mayor contacto posible con niños no incapacitados. Los distritos escolares deben hacer accesible una variedad de programas y de alternativas de colocación.

Habrán clases especiales, centros especiales, y colocación en hospitales o instituciones para niños que necesiten servicios intensivos en sitios protegidos. La colocación no es permanente. Conforme cambien las necesidades del aprendizaje de su niño, cambiará el tipo de colocación. (Es decir, un niño puede mudarse de una clase especial de todo el día a una clase regular y a un programa en un cuarto de recursos especiales.)

3. Servicios Auxiliares y Ayudas Suplementarias

Deben ofrecerse todos los servicios de instrucción y apoyo que ayuden al niño a disfrutar los beneficios de la educación especial. En estos servicios se incluye: fisioterapia, consultas, terapia de lenguaje, transportación, etc., de acuerdo con las necesidades individuales.

Otras agencias en la comunidad pueden ofrecer algunos de estos servicios, lo que crea la necesidad de una comunicación y coordinación más estrechas entre su escuela, las agencias, y *ustedes*.

4. Procedimientos para Obtener una Valoración Imparcial (Educacional)

Una valoración educativa (o evaluación) se lleva a cabo para identificar las necesidades en el aprendizaje de su niño, para determinar si requiere educación especial, y, si tal es el caso, qué tipo de educación especial. Las valoraciones se realizan *antes* de que su niño sea colocado en el grupo de educación especial, y posteriormente, por lo menos cada tres (3) años. *Ustedes*, o el maestro(s) de su niño, pueden solicitar evaluaciones con más frecuencia si es necesario.

Solamente con su permiso es posible hacer una valoración para una probable colocación en el grupo de educación especial. (Esto no se refiere a exámenes o evaluaciones rutinarias que se practican para todos los estudiantes en una clase o en una escuela.) *Ustedes* deben recibir una notificación por escrito cada vez que la escuela proyecte llevar a cabo una valoración. Esta notificación se llama "Assessment Plan" (Plan de Valoración). Dicho plan describe la razón (o propósito) por la cual se hace necesaria la valoración, las áreas que serán valoradas, los tipos de exámenes y los procedimientos que se usarán, y especifica quién hará la valoración. Es importante que *ustedes* comprendan plenamente la valoración propuesta antes de dar su autorización por escrito.

Las escuelas no pueden usar exámenes que discriminen por razones raciales o culturales, o por la incapacitación del niño (por ejemplo, examinar a un niño sordo usando solamente métodos auditivos será discriminatorio). Las valoraciones se deben llevar a cabo por personas que cuenten con un entrenamiento adecuado y/o estén debidamente acreditadas.

Las decisiones para determinar la colocación educativa de un niño no pueden basarse en los resultados de un sólo examen. La valoración debe ser global y debe tomar en cuenta los niveles de funcionamiento y desarrollo de su niño en diversas áreas (es decir, social, intelectual, de lenguaje). Las cifras y resultados de dicha evaluación deberán ser interpretados por un GRUPO de profesionales que conozca tanto a su niño como los métodos de evaluación usados.

La escuela debe informarles a *ustedes* de sus derechos a obtener otra opinión de una persona competente. Esto se llama una valoración "independiente." Si *ustedes* no están de acuerdo con la valoración de la escuela, pueden obtener una evaluación independiente, costeada por la escuela. Sin embargo, la escuela tiene derecho a convocar a una audiencia para demostrar que su valoración es correcta. Pero aun si la escuela demuestra que su valoración es adecuada, *ustedes* pueden obtener una valoración independiente costeada por *ustedes*. La escuela tomará en cuenta los resultados de la valoración independiente al planear el programa y la colocación de su niño.

La Ley Dice Que Ustedes Tienen Dos PROTECCIONES

1. Programa de Educación Individualizada (IEP)

Cuando su niño recibe los servicios de la educación especial, se debe desarrollar un IEP que debe revisarse cada año durante una reunión en la cual *ustedes* tienen derecho a participar.

El IEP incluye las metas anuales a largo plazo de su hijo, sus objetivos inmediatos, el tipo de colocación educativa, el nivel actual de ejecución educativa de su hijo, la fecha o fechas en que comienzan y terminan los servicios escolares, el procedimiento de la evaluación anual y la fecha de revisión. El IEP es el vehículo administrativo que une a su niño con un programa educativo necesario y diseñado individualmente.

2. Proceso Adecuado

El Proceso Adecuado tiene un significado especial para *ustedes*. Es un término legal que ha venido a formar parte de nuestra vida diaria. Es una protección. El Proceso Adecuado se refiere a una metódica serie de pasos a seguir para proteger los derechos de cada persona — su niño, *ustedes*, el personal escolar. Asegura que cada persona reciba un trato justo. El Proceso Adecuado garantiza las siguientes *protecciones:*

Consentimiento informado

Ustedes deben recibir notificación por escrito cada vez que la escuela:

- considere una evaluación de su hijo su evaluación,
- quiera cambiar la identificación de su hijo, su colocación educativa, o proporcionarle educación gratuita y adecuada.

Ustedes deben recibir una notificación por escrito cuando la escuela rechace su solicitud para iniciar o cambiar la identificación, evaluación, colocación educativa, o para proporcionar una educación gratuita y apropiada para su niño.

La escuela debe contar con autorización escrita de *ustedes* antes de proceder a una valoración o hacer una colocación. La escuela debe informar a *ustedes* de su derecho a examinar los registros de la escuela. *Ustedes* deben recibir de su escuela un informe escrito con una descripción de todos los procedimientos defensivos que la ley ofrece.

Derecho de apelación

Si *ustedes* no están de acuredo con la decisión de su escuela, tienen derecho a una audiencia imparcial. También la escuela tiene derecho a solicitar una audiencia.

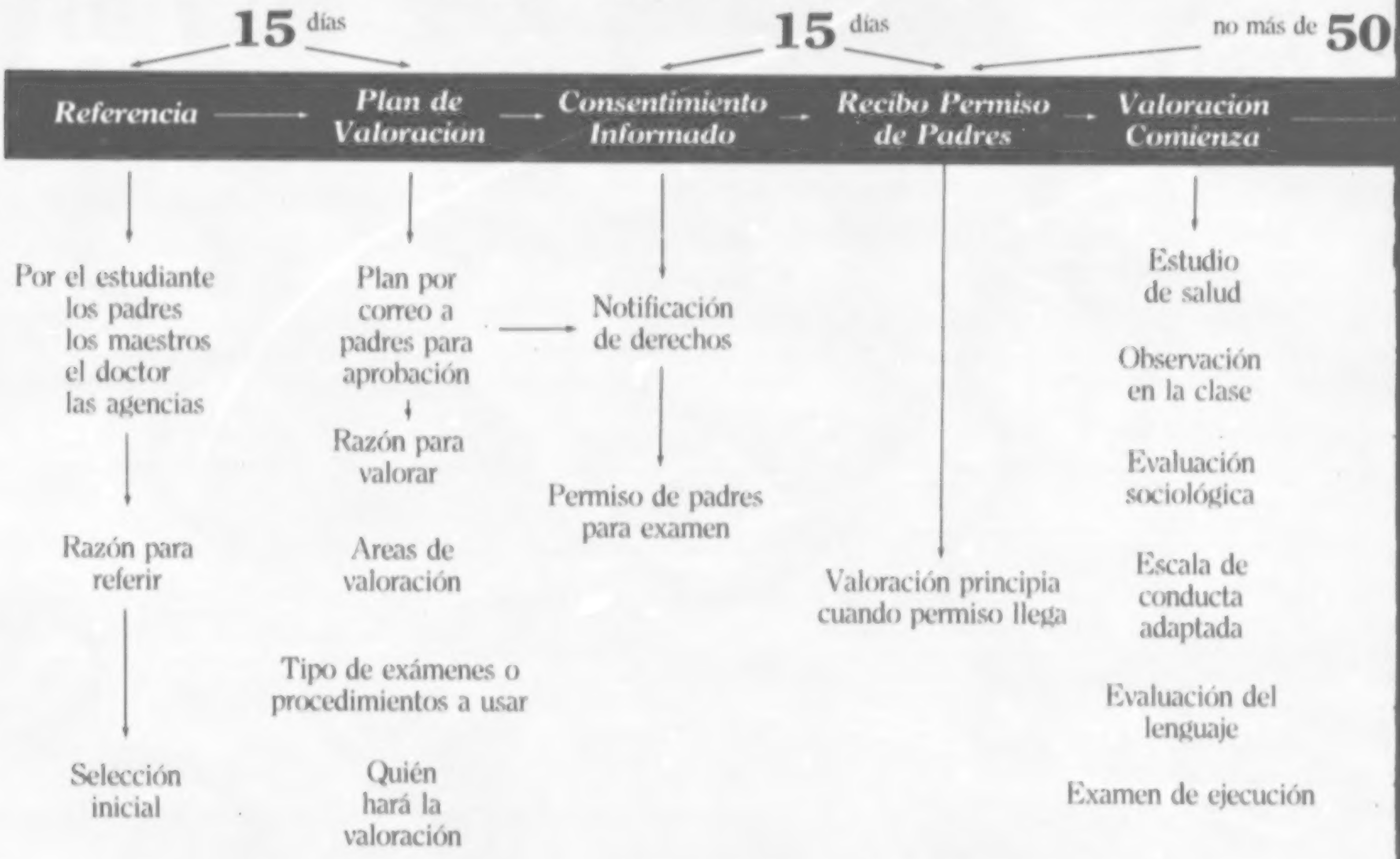
Ustedes y la escuela gozan de ciertos derechos durante el procedimiento para obtener una audiencia. Esos derechos son:

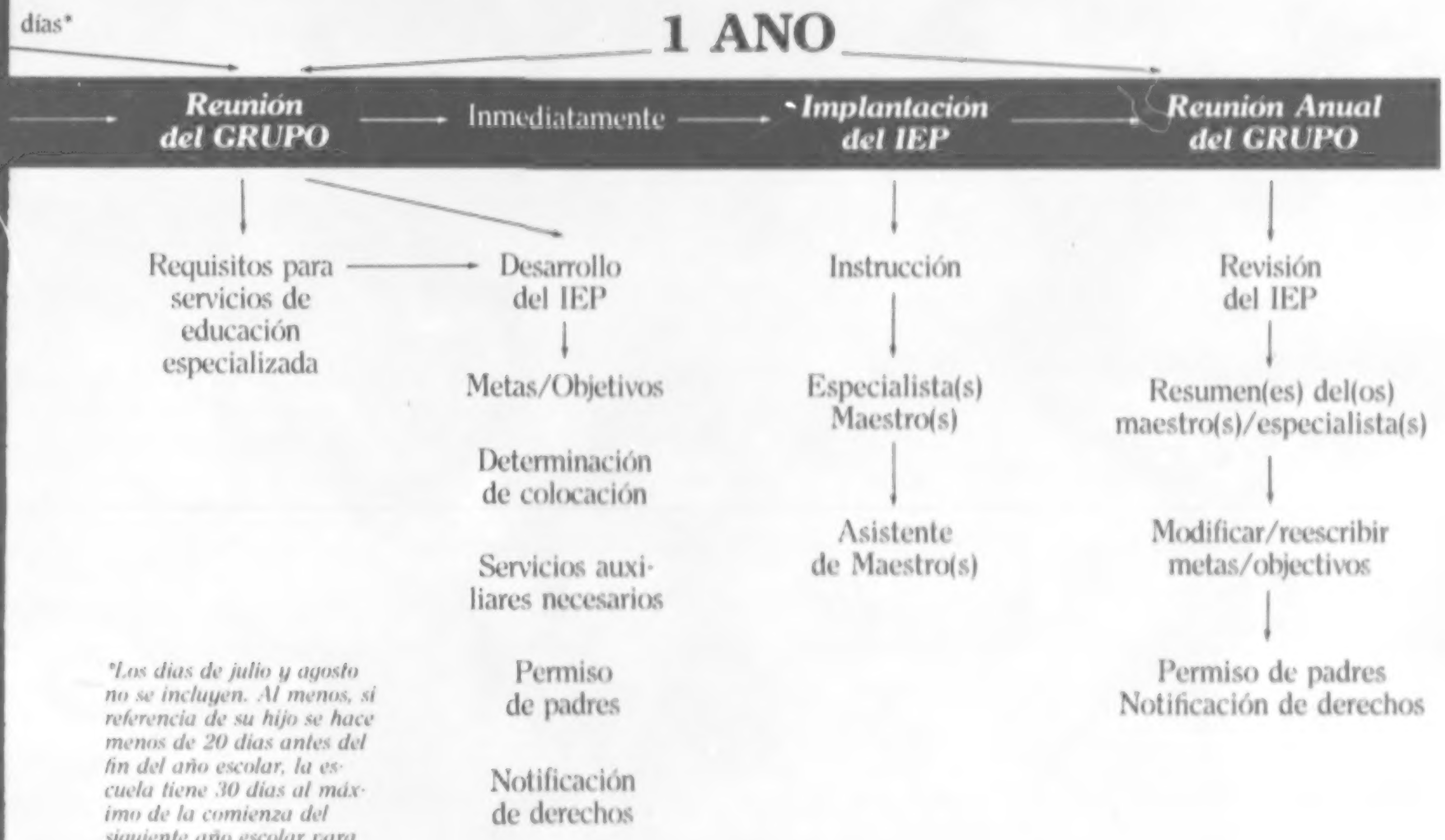
- a obtener una audiencia dentro de cierto tiempo específico después que se ha recibido la petición escrita.
- a la representación por un intercesor o un abogado.
- a presentar evidencia, interrogar, a repreguntar, y a exigir la presencia de testigos.
- a obtener una copia, palabra por palabra, de los procesos en una audiencia.
- a obtener un informe escrito de los fallos de la audiencia y de sus decisiones.
- a apelar la decisión final ante el Superintendente de Instrucción Pública del Estado.
- a entablar proceso civil.

El contenido de este libro se basa en La Educación Para Todos Los Niños Incapacitados, Decreto de 1975 (Ley Pública 94-142) y la legislación congruente de California (AB1250-Capitulo 1247 de 1977, AB3635-Capitulo 402 de 1978, SB1149-Capitulo 1143 de 1979 y SB1870-Capitulo 797 de 1980) que enmiendan los reglamentos del Código de Educación en California y del Codigo Administrativo de California, Titulo V. *Ustedes* pueden pedir estas leyes y reglamentos a su representante legislativo, o bien preguntar en el departamento de consultas de su biblioteca local. Además, *ustedes* deben leer cuidadosamente los los papeles que *ustedes* reciban de su escuela.

Recuerden, si *ustedes* no comprenden, *pregunten.*

Proceso de la Educación Especial y Su Esquema


15 días
15 días
no más de 50
Referencia
Plan de Valoracion
Consentimiento Informado
Recibo Permiso de Padres
Valoracion Comienza
Por el estudiante
los padres
los maestros
el doctor
las agencias
Razón para referir
Selección inicial
Plan por correo a padres para aprobación
Razón para valorar
Areas de valoración
Tipo de exámenes o procedimientos a usar
Quién hará la valoración
Notificación de derechos
Permiso de padres para examen
Valoración principia cuando permiso llega
Estudio de salud
Observación en la clase
Evaluación sociológica
Escala de conducta adaptada
Evaluación del lenguaje
Examen de ejecución


días*
1 ANO
Reunión del GRUPO
Inmediatamente
Implantación del IEP
Reunión Anual del GRUPO
Requisitos para servicios de educación especializada
Desarrollo del IEP
Metas/Objetivos
Determinación de colocación
Servicios auxiliares necesarios
Permiso de padres
Notificación de derechos
Instrucción
Especialista(s) Maestro(s)
Asistente de Maestro(s)
Revisión del IEP
Resumen(es) del(os) maestro(s)/especialista(s)
Modificar/reescribir metas/objectivos
Permiso de padres Notificación de derechos

**Los dias de julio y agosto no se incluyen. Al menos, si referencia de su hijo se hace menos de 20 dias antes del fin del año escolar, la escuela tiene 30 días al máximo de la comienza del siguiente año escolar para desarollar el IEP.*

El Programa de Educación Individualizada (IEP)–un Enfoque en GRUPO

¿Que Es un Enfoque en GRUPO?

El enfoque en GRUPO es un esfuerzo cooperativo entre *ustedes*, el maestro(s) de su niño, y otros especialistas con diversos conocimientos prácticos. Juntos, *ustedes* tomarán la decisione (IEP) que más convenga a su niño. EL GRUPO desarrolla el IEP en una reunión que debe llevarse a cabo en un lugar y dia mutuamente convenientes. El maestro(s) y los demás especialistas que trabajan con su niño son responsables de diseñar las actividades y tareas de aprendizaje correspondientes a las metas y objetivos incluidos en el IEP. También deben mantenar un registro de los progresos de su niño.

¿Quien Forma el GRUPO?

El GRUPO que toma las decisiones y desarrolla el IEP consiste en:

- Un representante de la escuela (generalmente un administrador) capacitado para ofrecer o supervisar programas de educación especial.
- El maestro(s) de su niño.
- *Ustedes*, los padres o tutores del niño.
- Su niño (si es conveniente).
- Otras personas, según lo decidan la escuela y/o *ustedes* (sicólogos, especialistas en lenguaje, consejeros, intercesores de niños, intérpretes, amigos de los padres, coordinadores de programas para clientes del Centro Regional, etc.)
- También debe estar presente una de las personas que evaluaron a su niño *o* un miembro del GRUPO, conocedor de los procedimientos usados para valorar a su niño, que esté familiarizado con los resultados.

¿Que Es el IEP?

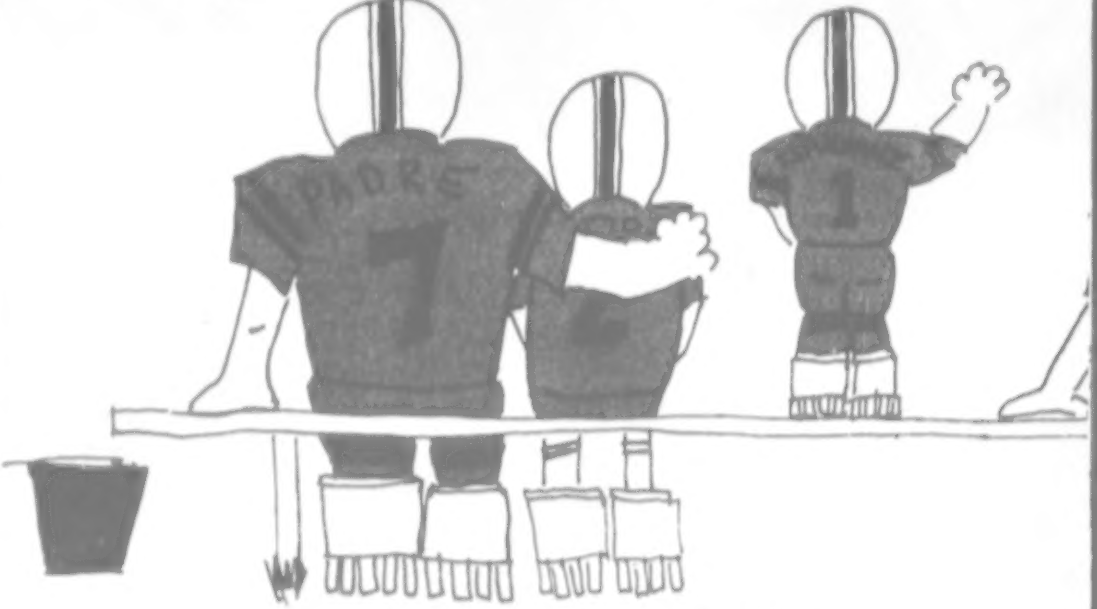
El IEP es un documento que debe escribirse para *cada niño* que reciba educación especial y use sus servicios auxiliares. El IEP de su niño asegura que el programa de educación especial y los servicios provistos sean adecuados para sus necesidades de aprendizaje, y que su aplicación sea evaluada regularmente.

El IEP *no* es un contrato. Es un documento que enuncia los servicios que serán ofrecidos por la escuela y describe las metas y objetivos previstos para su niño. Es un "plan detallado" de la instrucción que continuamente se imparte en el salón de clases. *No* es un plan de lecciones.

El IEP se debe revisar *por lo menos una vez al año. Ustedes* o el masetro(s) de su niño pueden solicitar una revisión a intervalos más frecuentes.

¿Que Debe Contener el IEP?

El formulario que se usa para registrar el IEP varía de un distrito escolar a otro, pero



siempre debe incluir seis (6) artículos específicos. Cada artículo representa un paso en el proceso del desarrollo del IEP. Estos artículos son:

1. El Nivel Actual De Funcionamiento Educativo De Su Niño

Descripciones de lo que su niño *puede y no puede* hacer. Estas descripciones se basan en los datos de la valoración y pueden incluir datos académicos, sociales, linguísticos, sicomotores, de autoayuda, prevocacional o vocacional, y de otras áreas.

Las descripciones deben consistir en un informe de lo que el niño hace, y no sólo informar los resultados del examen (por ejemplo: María puede aparear los colores básicos; Robertito puede reconocer monedas).

ESPECIALISTA
0
MAESTRO
4

2. Las Metas Anuales A Largo Plazo De Su Niño

Una lista de las habilidades y los funcionamientos que, con base en las necesidades de su niño, este y su maestro tratarán de cubrir en el año corriente (por ejemplo: María rotulará los cuatro colores básicos; Robertito aprenderá el valor de las monedas). Estas metas constituyen la base de los objetivos a corto plazo de su niño.

3. Los Objectivos A Corto Plazo De Su Niño

Se debe escribir una lista de los objectivos necesarios para cada meta a largo plazo. Son una descripción de los pasos (etapas) que deben realizarse para llegar a la meta deseada.

Los objetivos se deben escribir claramente y medirse dentro de cierto período. Sirven como guía para planificar y realizar las actividades en el aula (por ejemplo: María reconocerá y diferenciará los colores rojo, amarillo, azul, y verde; Robertito podrá igualar el valor de monedas de cinco y diez centavos con un número igual de monedas de un centavo).

4. Programa De Educación Especial Y Servicios Auxiliares

Describerá lo que es necesario para enfrentarse a las necesidades de aprendizaje del niño (es decir, enseñanza de su movilidad, terapia del lenguaje, consultas, educación física adaptada, fisioterapia, etc.). Especificará cuándo principian los servicios y por cuánto tiempo.

5. Colocación

Indica el tipo de programa o clase(s) que su niño recibirá (es decir, clase regular e instrucción designada, clase especial de período completo, centro escolar especializado, o escuela privada o no pública). Se indicará específicamente el grado de participación de su niño en el programa de educación regular (es decir, almuerzo: 30 minutos; descanso: 10 minutos; clase regular de música: 40 minutos.)

6. Evaluación

Describirá la forma como se medirá el progreso de su niño, indicando la fecha en que el IEP será revisado..

Notas: En el caso de estudiantes de secundaria, el IEP debe incluir también formas alternativas para que el estudiante cumpla con los requisitos establecidos para su graduación. Si su niño cambia de programa de colocación, el IEP debe incluir indicaciones para que el niño realice satisfactoriamente ese cambio. Cuando así sea necesario, el IEP incluirá una lista de los servicios escolares durante todo el año.

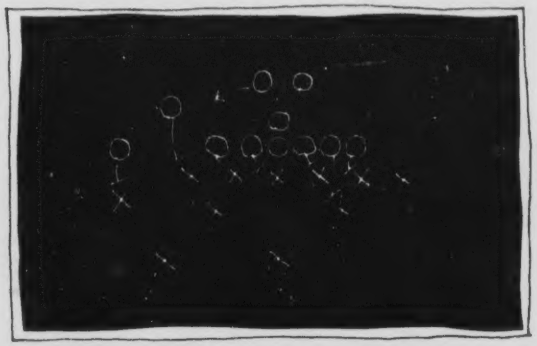
Sistema de Ejecución de Educación Especial

AREAS FUERA DEL PLAN MAESTRO	AREAS DEL PLAN MAESTRO
GRUPO DE REHABILITACION DE INCAPACIDADES	Programa De Especialista En Recursos
CLASES Y CENTROS ESPECIALES	Clases Y Centros Especiales
LENGUAJE SORDERA SORDERA/CEGUERA DIFICULTAD PARA OIR AFASIA	Incapacitados Para Comunicarse
CIEGO CIEGOS PARCIALES INCAPACITADOS ORTOPEDICOS OTRAS ANORMALIDADES DE LA SALUD	Fisicamente Incapacitados
INHABILIDAD DE APRENDIZAJE DESORDENES DE LA CONDUCTA RETRASADOS EN EDUCACION	Incapacitados Para Aprender
INCAPACITADOS EN SU DESARROLLO RETRASADOS MENTALES REENTRENABLES AUTISTICOS SERIOS TRASTORNOS EMOCIONALES	Seriamente Incapacitados
SERVICIOS AUXILIARES	Instruccion Y Servicios Designados

Lo Que Debe Buscarse al Seleccionar un Programa Escolar para Su Niño

Aunque un "programa perfecto" no existe, tampoco queremos recomendar que *ustedes* acepten cualquier programa que sea obtenible, pero hay algunos programas a los que es necesario avenirse. Además, hay que recordar que hasta el programa más perfecto necesita de *ustedes* para ser completo. Seguramente *ustedes* querrán mantenerse informados de lo que pasa. No dejen de discutir con el masetro(s) los progresos de su niño. Busquen la forma para que el hogar y la escuela trabajen juntos. Escuchen las reacciones de su niño y estén preparados para los posibles cambios.

Si se ha recomendado la colocación de su niño en una clase o un programa especial, o si *ustedes* buscan uno propio, una visita personal es la mejor manera de decidir si el aula o la escuela son adecuados para su niño. A veces es necesario hacer más de una visita. Las siguientes preguntas pueden servir de guía cuando *ustedes* visiten la clase para observarla en acción:



Ambiente en el Aula

- ¿Es el ambiente en el aula alegre y reposado?
- ¿Tienen algún objeto las actividades?
- ¿Les dió el cuerpo de maestros la impresión de entusiasmo y de que se interesan por su niño?
- ¿Hay suficiente variedad de agrupaciones en la enseñaza? (Un maestro(s) por estudiante; grupos grandes; grupos reducidos).
- ¿Se usan métodos y materiales diferentes con cada estudiante o grupo de estudiantes en la clase?
- ¿Cuántos alumnos hay en cada clase?
- ¿Se han integrado en la rutina diaria actividades tales como música, artes, drama, discusiones en grupo, come se haría en una clase de alumnos regulares y sin incapacidades?
- ¿Incluye el programa de estudios el aprendizaje de actividades de la vida diaria y normal (manejo del dinero, cocinar, ir de compras, uso de los medios públicos de transporte)? Los adolescentes probablemente necesiten una educación vocal coordinada con la colocación en un empleo.
- ¿Se hace algún esfuerzo por fortalecer la capacidad para "llevarse bien" con los demás? Las necesidades son más complejas entre los adolescentes; un programa completo para los niños mayores debe cubrir estas necesidades.
- ¿Existen oportunidades para cimentar relaciones sociales satisfactorias que aumenten la confianza en sí mismos, llevándolos hacia su autosuficiencia y su independencia?
- ¿Ofrece la escuela a sus alumnos incapacitados maneras de mezclarse con niños no incapacitados en la realización conjunta de intereses comunes?

Asociense con el Maestro de Su Niño

El maestro(a) de su niño es responsable de que el IEP represente una serie de actividades significativas y dinámicas. Asóciense con ellos. Trabajen en estrecha colaboración, asegurándose así de que su niño participe en el mejor programa. Las siguientes sugerencias les serán valiosas.

- Consideren a los maestros de sus niños como socios iguales en el proceso educativo.
- Ofrezcan su punto de vista en una forma constructiva y positiva.
- Respeten la opinión del maestro, aun cuando no esté de acuerdo con la suya. Reconozcan la pericia del maestro en el aula mientras trabajan juntos en el programa educativo de su niño.
- Siempre que sea posible, visiten el aula para demonstrar su interés en el progreso de su niño.
- Establezcan un sistema de comunicación:
  - una libreta diaria de notas es la forma más efectiva si se tiene un niño en la escuela elemental.
  - a nivel de la escuela secundaria, las conferencias telefónicas y el tomar notas dan buen resultado.
- Mantengan informado al maestro de su niño. Enteren al maestro de lo que pasa en la vida hogareña de su niño. Relátenle la conducta positiva o negativa del niño. Esto ayuda al maestro a trabajar mejor con el niño.
- Busquen la ayuda del maestro cuando se presenten problemas de aprendizaje o de conducta en el hogar.
- Asistan a las conferencias programadas por los maestros. Estén seguros de asistir a sus citas. Si *ustedes* no pueden asistir a la cita establecida, llamen con la antelación debida para avisar que no llegarán.
- Asistan cuando sea posible a las sesiones de la PTA y a las demás funciones escolares.

¡IMPORT

MANTENGAN SUS A

Como padres de un niño con necesidades especiale
cantidad de información sobre su hijo, de muchos p
Cada vez que *ustedes* requieran servicios para su ni
información.

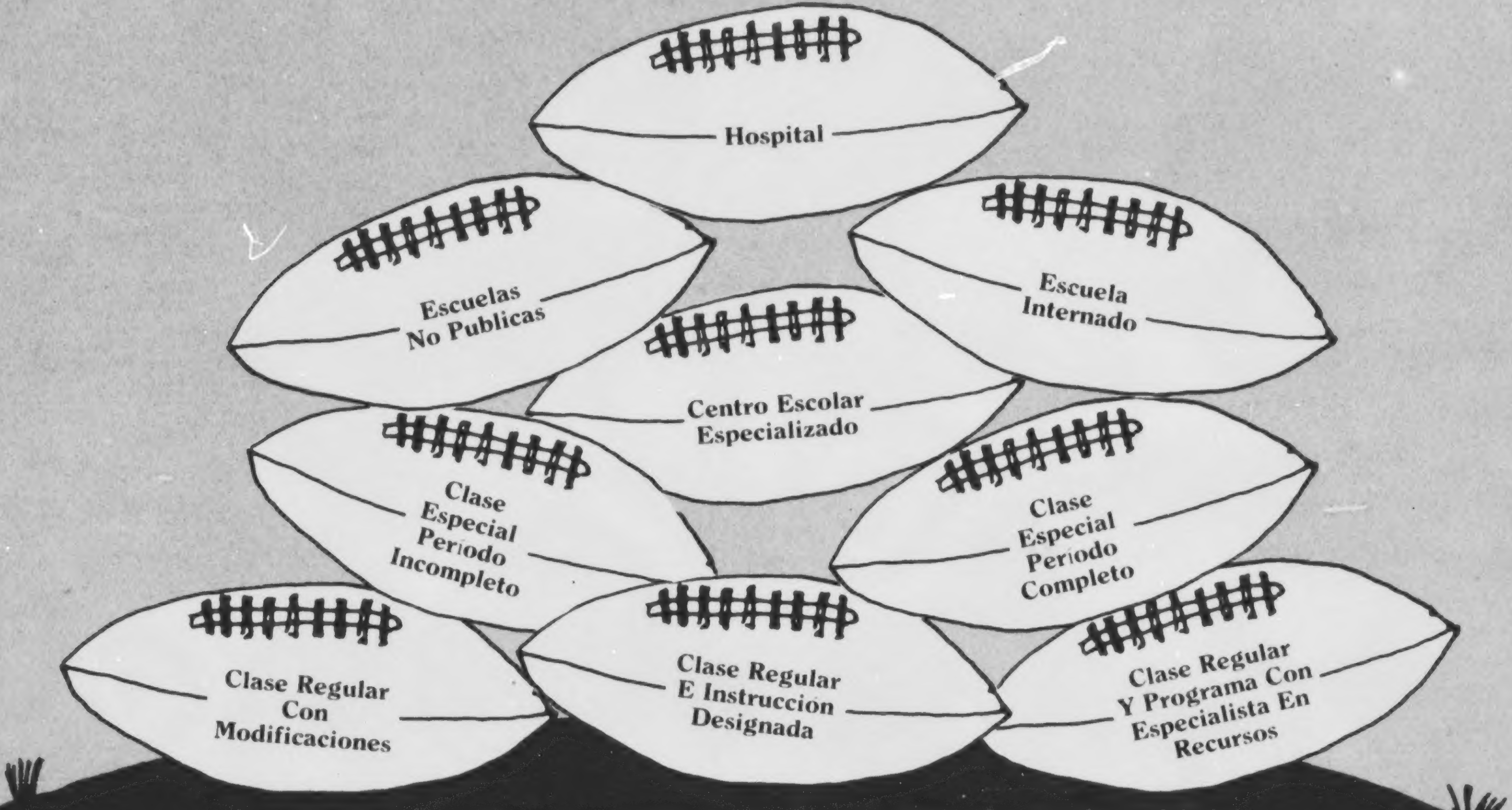
Puesto que *ustedes* son quienes toman las *decisio*
observadores más cercanos, y son los *representan*
deben *ustedes* mantener buenos archivos al día. He a
información bien organizada. Compren *ustedes* un cu
divisores marcados. Se sugieren las siguientes divisio

Información básica
Historia del desarrollo
Historia clínica e informes médicos de su niño
Historia de la salud de la familia
Historia de la educación
Informes educativos, sicológicos y terapéuticos
Copias del IEP de su niño y de sus informes escola
Ejemplares de los trabajos presentes y pasados de s
Copias de los informes de agencias externas (como e
Copias de cartas que *ustedes* han escrito o recibido
Lista de sus contactos con la escuela y con otras agen
llamadas telefónicas)
Metas a largo plazo y objectivos a corto plazo de *uste*

Seguramente *ustedes* querrán llevar este cuaderno cuan
niño para una reunión de IEP, o cuando *ustedes visiten u*
que preste servicios…

Deben* ustedes *mantener al día s

Posibilidades de Colocaciones Disponibles


Hospital
Escuelas No Publicas
Escuela Internado
Centro Escolar Especializado
Clase Especial Periodo Incompleto
Clase Especial Periodo Completo
Clase Regular Con Modificaciones
Clase Regular E Instruccion Designada
Clase Regular Y Programa Con Especialista En Recursos

El tipo de colocación debe variar conforme varíen las necesidades de aprendizaje del niño.

¿Se Ajusta Mi Niño a Este Programa?

- Imaginen a su niño en este programa. ¿Creen *ustedes* que se ajustará al programa? *Sean prácticos*.
- Imagínenlo desde el punto de vista de su niño, tomando en cuenta su incapacidad. Por ejemplo, si su niño tiene dificultades para oír, imaginen *ustedes* que *ustedes* no pueden oír, y digan lo que piensan de esa clase.
- Si su niño necesita servicios especiales, ya sea para su habla, fisioterapia, o educación física adaptada, ¿los ofrece este programa?
- ¿Se pueden obtener los mismos servicios en la misma escuela? Si no es así, ¿se ofrece transportación?
- ¿Con qué frecuencia se ofrecen esos servicios cada semana?
- ¿Se pueden obtener los materiales especiales de instrucción?
- ¿Se puede obtener en la escuela cualquier equipo especial que necesite su niño?

Requisitos Profesionales

- Entérense del entrenamiento y la experiencia del personal, especialmente de aquéllos responsables del cuidado de su hijo.
- Aunque los títulos académicos son importantes, es conveniente recordar que la mejor enseñanza no siempre proviene de quienes cuentan con las mejores recomendaciones académicas. Muchas personas sin entrenamiento formal trabajan extremadamente bien con gente incapacitada.
- ¿Se cuenta con asistentes y/o con otros ayudantes (paraprofesionales, estudiantes, voluntarios) que permitan que el maestro(a) ofrezca ayuda individual, o que pueden ayudar en actividades especiales o en emergencias? Si así es, averiguen cómo se mantiene y se evalúa la supervisión.
- ¿Con qué frecuencia observan los profesionales a su niño? (Es decir, el maestro(a), el terapueta del lenguaje, el maestro(a) de educación física adaptada).
- ¿En qué forma influyen estos profesionales las actividades del aula? Averiguen las oportunidades que ofrece la escuela para que el personal reciba constante entrenamiento práctico.

Participación de los Padres de Familia

- ¿De qué métodos se vale la escuela para involucrar a los padres de familia? (Por ejemplo, como ayudantes voluntarios).
- ¿Existe algún grupo de padres asociados al programa? (Por ejemplo, PTA o PTO).
- Si existe algún grupo de padres ¿con qué frecuencia se reúne?
- ¿Tiene la oportunidad ese grupo de discutir las necesidades educativas, de contribuir significativamente a los programas escolares, de discutir los problemas libremente?
- ¿Se reúne con el personal de la escuela?
- ¿Existe algún Comité Consultivo de Padres? (Ya sea en la escuela o en la comunidad).
- ¿Qué otras líneas de comunicación existen entre los padres de familia y los profesionales asociados al programa?
- Conversen con otros padres cuyos niños han participado en el programa. Recuerden, sin embargo, que cada individuo reacciona en forma diferente. Conserven *ustedes* su perspectiva.

A N T E !

RCHIVOS AL DIA

, *ustedes* habrán reunido una tremenda
rofesionales y muchas oficinas de servicios.
ño, se les pedirá que muestren esa

nes más importantes, son los
es de su niño, por su propio bien
quí una forma de mantener su
aderno de hojas sueltas con
nes para el cuaderno:

es
niño
l Centro Regional)

cias (visitas personales o
des

o visiten la escuela de su
na nueva agencia o persona

cuaderno de notas.

Capacidad para Establecer Metas Educativas

¿Como Se Establecen Estas Metas?

Procuren hacer una lista, lo más larga posible, de las cosas que *ustedes* les gustaría ver que su hijo pudiera hacer. No se preocupen del vocabulario que *ustedes* usen. Luego, tomen esta lista y discútanla con su cónyuge, con su consejero, o con su niño, si es conveniente. ¿Pueden *ustedes* o la otra persona pensar en algo más para agregarlo a la lista? Háganse las siguientes preguntas acerca de las metas:

- ¿Son realistas y factibles dentro de un tiempo razonable?
- ¿Se presentan en un tono positivo?

Si es necesario, revisen las metas.

El siguiente paso consiste en examinar todas esas metas y decidir cuál es la más importante para *ustedes* y para su niño. Entonces, escriban un número "1" junto a la más importante; un número "2" junto a la que le sigue en importancia, y así sucesivamente hasta que estén todas numeradas. Habrán así determinado la *prioridad* de las metas para su niño, indicando su orden de importancia. Tal vez querrán *ustedes* discutirlas con otros miembros del GRUPO antes de completar el proceso de valoración.

Una vez que se han escrito las metas de su niño, *ustedes* estarán listos para reunirse con el GRUPO educativo. Recuerden que es mejor concentrarse en sólo unas pocas metas en cualquier momento. Estén preparados para:

- Agregar las metas que su escuela considere importantes.
- Explicar porque cierta meta es importante, porque creen *ustedes* que su niño debe trabajar para alcanzarla.
- Ajustar sus metas para que presenten información adicional de lo que es realista y/o crítico para su niño en ese momento.
- Averiguar cómo pueden *ustedes* ayudar a su niño a alcanzar las metas finalmente establecidas.

El orden que el GRUPO planeador de la escuela sigue normalmente es el de realizar una valoración o evaluación de las habilidades y funcionamiento de su niño, y luego usar la información obtenida para identificar las necesidades de instrucción o aprendizaje. Las metas se determinan basándose en una estimación del progreso del niño.

Establecimiento de las Metas Educativas

Criterios Para Establecer Buenas Metas

- Enuncien las metas en un tono positivo.
- Describan la(s) habilidad(es) que su hijo adquirirá: "tocará el piano" y no "tomar lecciones de piano."
- Las metas deben ser realistas y factibles dentro de un tiempo razonable. De no ser así, tanto *ustedes* como su niño se sentirán frustrados y decepcionados.

Algunas metas se pueden usar en más de un área. "Aprender a escribir a máquina" podría ser una habilidad vocacional *o* una habilidad motora. No es realmente importante poder determinar el área de cada meta; las diversas áreas de habilidades simplemente les ayudan a *ustedes* a pensar en las cosas que a *ustedes* les gustaría que su niño pudiera hacer.

Ejemplos de Metas

Metas de lectura

- Leer carteles de tráfico
- Mejorar vocabulario visual
- Leer a nivel de quinto grado
- Comprender lo que se lee
- Leer un libro

Metas de autoayuda

- Comer con cuchillo y tenedor
- Hacer mandados a la tienda
- Traer pertenencias de la escuela
- Usar una estufa sin peligro
- Viajar en autobús
- Usar el teléfono
- Cruzar una calle con semáforo

Metas de escritura y ortografía

- Escribir nombre y dirección en letra de molde
- Deletrear nombre y dirección
- Escribir un informe de un libro
- Cometer menos errores de ortografía
- Escribir más claramente

Metas matemáticas

- Obtener nota pasable en Algebra
- Contar de 10 en 10
- Dar cambio (de dinero)
- Decir la hora
- Aprender las tablas de multiplicar

Metas motoras

- Nadar
- Cortar con tijeras
- Jugar en el equipo de basquetbol
- Conducir un automóvil
- Tocar el piano

Metas sociales y emocionales

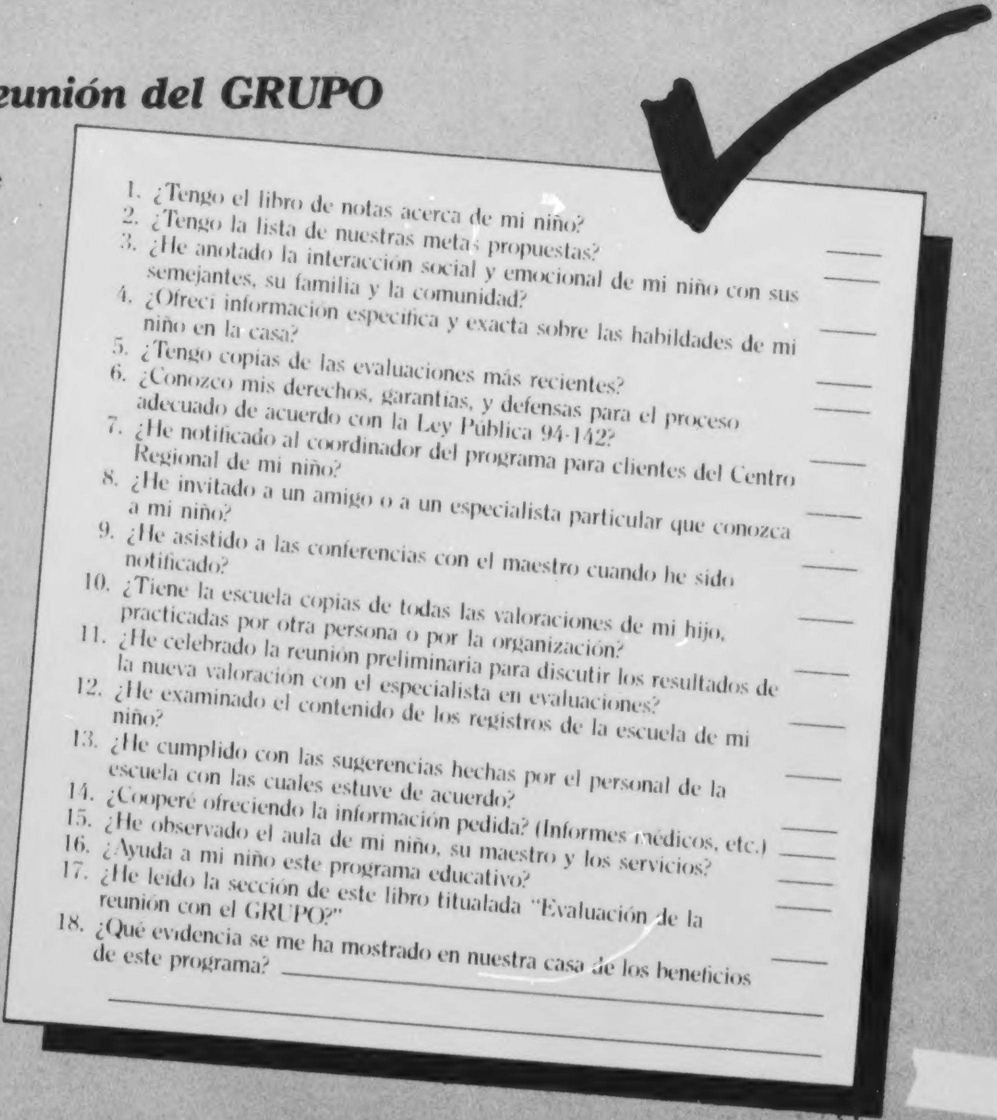
- Adquirir buenos modales
- Disfrutar juegos con otros
- Dormir con las luces apagadas
- Jugar juego de mesa con la familia
- Participar en actividades con otros

Metas prevocacionales y vocacionales

- Llegar a tiempo a la escuela, etc.
- Aprender a escribir a máquina
- Oír y seguir instrucciones
- Terminar un trabajo o tarea
- Usar herramientas
- Trabajar en la casa
- Llenar solicitudes de trabajo
- Trabajar independientemente

Preparense para la Reunión del GRUPO

Háganse las siguientes preguntas para ver si *ustedes* están listos para reunirse con el GRUPO. Si *ustedes* han cumplido con todo lo mencionado arriba, pueden estar seguros de que *ustedes* serán miembros capacitados y efectivos del GRUPO.



1. ¿Tengo el libro de notas acerca de mi niño? ____
2. ¿Tengo la lista de nuestras metas propuestas? ____
3. ¿He anotado la interacción social y emocional de mi niño con sus semejantes, su familia y la comunidad? ____
4. ¿Ofreci información específica y exacta sobre las habilidades de mi niño en la casa? ____
5. ¿Tengo copias de las evaluaciones más recientes? ____
6. ¿Conozco mis derechos, garantías, y defensas para el proceso adecuado de acuerdo con la Ley Pública 94-142? ____
7. ¿He notificado al coordinador del programa para clientes del Centro Regional de mi niño? ____
8. ¿He invitado a un amigo o a un especialista particular que conozca a mi niño? ____
9. ¿He asistido a las conferencias con el maestro cuando he sido notificado? ____
10. ¿Tiene la escuela copias de todas las valoraciones de mi hijo, practicadas por otra persona o por la organización? ____
11. ¿He celebrado la reunión preliminaria para discutir los resultados de la nueva valoración con el especialista en evaluaciones? ____
12. ¿He examinado el contenido de los registros de la escuela de mi niño? ____
13. ¿He cumplido con las sugerencias hechas por el personal de la escuela con las cuales estuve de acuerdo? ____
14. ¿Cooperé ofreciendo la información pedida? (Informes médicos, etc.) ____
15. ¿He observado el aula de mi niño, su maestro y los servicios? ____
16. ¿Ayuda a mi niño este programa educativo? ____
17. ¿He leído la sección de este libro titualada "Evaluación de la reunión con el GRUPO?" ____
18. ¿Qué evidencia se me ha mostrado en nuestra casa de los beneficios de este programa? ____

Evaluación de la Reunion con el GRUPO

A continuación se ofrece una lista para ayudar a *ustedes* a evaluar la calidad del IEP preparado para su niño durante la reunión con el GRUPO. (Nota: Es posible que no todas las preguntas se relacionen con su niño).

	SI	NO	INSEGURO
1. ¿Comprendo cómo actúa mi niño actualmente en relación a cada meta y objetivo?	___	___	___
2. ¿Están escritos claramente y son fáciles de entender las metas y los objetivos?	___	___	___
3. ¿Son razonables y realistas las metas y objetivos enumerados?	___	___	___
4. ¿Puedo responder a cada una de las siguientes preguntas sobre cada objetivo?			
● ¿Qué debe hacerse?	___	___	___
● ¿Cuándo se hará?	___	___	___
● ¿Quién lo hará?	___	___	___
● ¿Cómo sabré cuandóse ha llenado el objectivo?	___	___	___
5. ¿Es aparente que las necesidades individuales de mi niño se reflejan en estas metas y objetivos?	___	___	___
6. ¿Ofreci suficiente información para el desarrollo de las metas antes que me fueran presentadas?	___	___	___
7. ¿Creo que las metas y objetivos enumerados son los más importantes?	___	___	___
8. ¿Está de acuerdo el maestro que trabajará con mi niño con las metas y los objetivos?	___	___	___
*9. ¿Se han considerado los servicios auxiliares y los rescursos suplementarios que mi niño pueda necesitar? (Nota: Cuando el informe de la valoración, o de otras fuentes, indique la necesidad de esos servicios, éstos se incluirán en el IEP.)	___	___	___
10. Si algunos de esos servicios se incluyen en el IEP ¿se especifica la fecha de comienzo y su estimada duración?	___	___	___
11. ¿Se ha puesto una fecha para revisar el progreso de mi niño en la obtención de los objetivos?	___	___	___

12. Si creo que una invitación es adecuada, ¿se ha notificado a otras agencias o personas que prestan servicios a mi niño de la reunión del GRUPO? (Por ejemplo, el Centro Regional.) ____ ____ ____

13. ¿He firmado permisos y pedido que copias del IEP de mi niño sean enviadas a las personas o agencias que sirven a mi niño? ____ ____ ____

14. ¿Han hecho algún esfuerzo los miembros del GRUPO para coordinar el plan de la escuela con las otras agencias privadas que sirven a mi niño? ____ ____ ____

15. ¿Han desarrollado los profesionales algún plan de comunicación para asegurarse de que la instrucción de mi niño es coordinada y no duplicada? ____ ____ ____

16. ¿Se han considerado todas las alternativas apropiadas de colocaciones escolares posibles (escuela local, distrito escolar, programas del condado o regionales)? ____ ____ ____

17. ¿He visitado el aula recomendada para mi niño? ¿O, he tratado de familiarizarme con el lugar recomendado para su colocación? ____ ____ ____

18. ¿Gozará mi niño de la máxima interacción con niños de clases regulares en el sitio recomendado para su colocación? ____ ____ ____ ¿O, con niños que están menos incapacitados? ____ ____ ____

19. ¿Creo que mi niño aprenderá más en una clase diferente o en otro tipo de programa? ____________
Por qué? ____________ ____ ____ ____

*20. ¿Estoy de acuerdo con la identificación de mi niño? ____ ____ ____
¿Su evaluación? ____ ____ ____
¿Su colocación? ____ ____ ____

**21 ¿Se lleva a cabo el programa de educación (IEP)? ____ ____ ____

Si sus respuestas han sido "Sí," el GRUPO ha tenido éxito al crear el programa más provechoso para su niño especial.

Si han respondido "No" or "Inseguro," *ustedes* necesitan hacer más preguntas y averiguar más para aclarar sus dudas y dar un "Sí" definitivo.

Si han respondido "No" a las preguntas con un asterisco (*), *ustedes* pueden negarse a firmar esa parte del informe del GRUPO. Si *ustedes* se niegan a firmar, no pueden entrar en efecto las recomendaciones del GRUPO, y *ustedes* pueden iniciar el Proceso de Apelación.

Si han respondido "No" a la pregunta con dos asteriscos (**), traten primero de resolver este problema con el maestro y el director. Si esto no da resultado, probablemente *ustedes* tengan que proceder con el Proceso de Apelación.

¿Es Necesaria una Audiencia Imparcial?

Sí, si no se han respetado sus garantías, o si *ustedes* no están de acuerdo con algunas de las recomendaciones del GRUPO referentes a la identificación, la evaluación, la colocación, o la provisión de una educación pública, adecuada y gratuita para su niño. Si tal es el caso, *ustedes* querrán solicitar una Audiencia Imparcial. Además, *ustedes* pueden solicitar una Audiencia Imparcial si el programa educativo no se lleva a cabo como se estipula en el IEP de su niño.

El objeto de la Audiencia Imparcial es ofrecer un tribunal objetivo. Esto permite que se tome una decisión educativa apropiada cuando ocurre un desacuerdo.

Ustedes deben hacerse la siguiente pregunta al considerar una Audiencia Imparcial: "¿Tenemos el tiempo necesario para una Audiencia Imparcial?" Si la respuesta es "Sí" y solicitan la Audiencia, *ustedes* deben comprometerse a tomar el *tiempo* necesario para preparar y presentar su caso adecuadamente.

Antes de solicitar una audiencia, el GRUPO debe hacer todo lo posible por encontrar una solución aceptable a las diferencias que existan. Si aún así no es posible solucionar los desacuerdos, se puede iniciar el proceso de Audiencia Imparcial presentando una solicitud por escrito al Superintendente de Instrucción Pública. Una copia de la solicitud se debe enviar a su distrito escolar (agencia de educación pública).

La solicitud de Audiencia Imparcial debe especificar los hechos en que *ustedes* basan su apelación. Una vez recibida su solicitud, los dos pasos siguientes deberán efectuarse:

1. El Superintendente de Instrucción Pública les informará a *ustedes,* y a la agencia de educación pública, acerca de todos sus derechos relacionados con el procedimiento para salvaguardar sus garantías (proceso de Audiencia Imparcial), incluyendo el derecho a renunciar a la conferencia de mediación.
2. Dentro de los tres días después de que su distrito escolar reciba su petición de Audiencia Imparcial, dicho distrito debe informarles a *ustedes* de los servicios legales gratuitos o a bajo costo que se pueden obtener en su área.

Básicamente, el proceso de Audiencia Imparcial consiste en una conferencia informal a nivel local, la conferencia de mediación y la audiencia a nivel estatal. Este procedimiento se puede modificar, porque *ustedes* tienen la opción de renunciar ya sea a la conferencia informal, o a la conferencia de mediación, o a ambas.

Si no se renuncia a la conferencia de mediación, el Superintendente tiene 15 días, a partir del día en que recibe su petición, para efectuar la conferencia. Muchos problemas pueden ser resueltos en esta etapa del proceso de Audiencia Imparcial. Sin embargo, si el problema no se resuelve, el mediador debe enumerar los puntos en que se basará la audiencia a nivel estatal.

El proceso de Audiencia Imparcial no deberá durar más de 45 días, a menos que cualquiera de las partes solicite su continuación.

Si no se logran resultados satisfactorios por medio del proceso de Audiencia Imparcial, *ustedes* pueden llevar el caso al juzgado civil.

Conozcan Sus Responsabilidades en una Audiencia Imparcial

Antes de la Audiencia Imparcial

Familiarícense con la Audiencia Imparcial

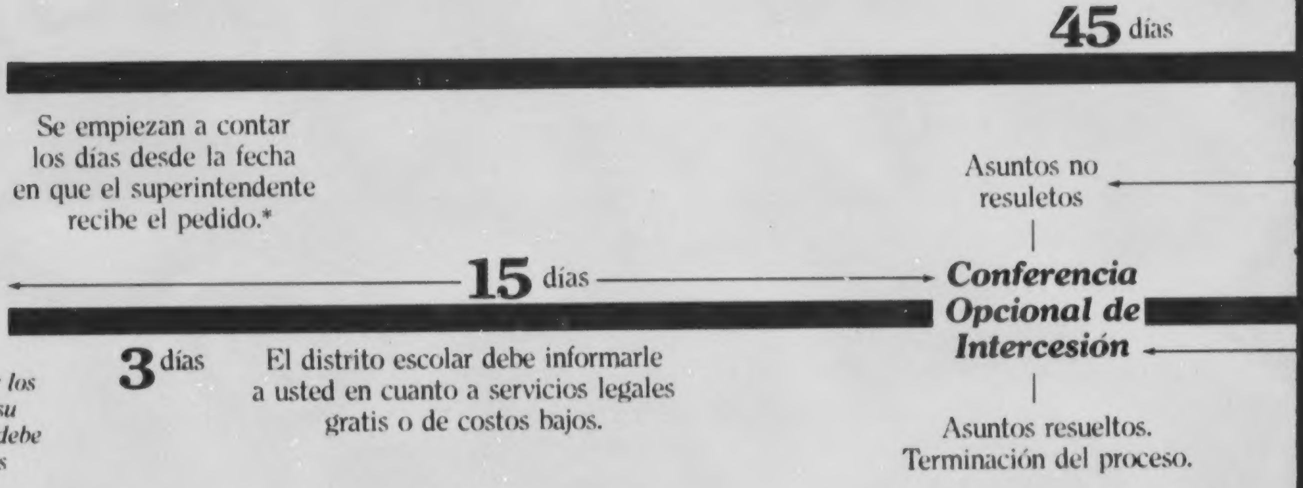
Familiarícense con todos los derechos y responsabilidades del proceso de una Audiencia Imparcial. *Ustedes* deben estar completamente familiarizados con las leyes referentes al proceso de la Audiencia Imparcial. Su distrito escolar tiene la obligación de informar a *ustedes* sobre sus derechos legales. Otras buenas fuentes de información incluyen a los grupos defensores de padres, la Oficina del Superintendente de Educación del Estado, y el Departamento de Educación del Estado.

Comuníquense con su distrito escolar

Aunque un asunto o un problema y su solución es generalmente entre el distrito escolar y *ustedes*, siempre es importante comunicarse con el personal del distrito. La información que *ustedes* deben comunicar al distrito incluye:

- fechas convenientes
- lugares de la audiencia
- provisión de intérpretes
- e intercambio de documentos

Esquema para una Audiencia Imparcial



Se empiezan a contar los días desde la fecha en que el superintendente recibe el pedido.*

El distrito escolar debe informarle a usted en cuanto a servicios legales gratis o de costos bajos.

Asuntos no resuletos

Asuntos resueltos. Terminación del proceso.

**Si usted pide obtener los archivos escolares de su infante o joven, se le debe otorgar alcance a ellos dentro de cinco días.*

Decídanse entre una audiencia pública o privada

Una Audiencia Imparcial puede ser privada o pública. El tipo de audiencia se basará en su decisión. Si se opta por admitir al público a una audiencia, se renuncia temporalmente al derecho de confidencialidad. Sin embargo, en una audiencia pública sí se permite publicidad. Es conveniente decidir cuidadosamente el tipo de audiencia que se desea.

Preparen su caso

Determinen y aclaren el problema o problemas. *Ustedes* tendrán que explicar claramente el asunto o los asuntos que *ustedes* quieren que el tribunal resuelva. Es responsabilidad de *ustedes* informar al distrito sobre el asunto o asuntos en que basa su apelación. Es mejor presentar solamente asuntos relacionados con la identificación, evaluación, colocación, implantación del IEP, y la obtención de una apropiada educación pública gratuita.

Establezcan un sistema de apoyo

Intercesores

Probablemente *ustedes* querrán verse representados o contar con alguien que interceda por *ustedes*. A esta persona se le llama intercesor. Un intercesor no tiene que ser abogado. La persona escogida para ser intercesor no puede ser miembro del tribunal. Para evitar retrasos, es mejor que *ustedes* informen al distrito sobre quién es su intercesor, y que firmen los documentos de autorización.

Testigos

Durante una audiencia, *ustedes* tienen el derecho de llamar a cualquier persona que tenga información sobre su caso. Sin embargo, el testimonio de un testigo debe tener relación con el asunto(s).

Evidencia

La evidencia puede consistir en testimonio oral o documentos escritos. Si el caso es complicado, *ustedes* deben considerar la presentación al tribunal de una declaración escrita que ofrezca los detalles del caso, el o los asuntos por tratar, y las razones que tienen *ustedes* para so-

5 días

Proceso de Audiencia Imparcial por un oficial de audiencia de nivel estatal.

Decisión escrita entregada y enviada por correspondencia a ambas partes.

30 días →

licitar cierta decisión. Toda evidencia debe ser presentada a la parte contraria por lo menos cinco (5) días antes de la fecha de la audiencia para que sea aceptable.

Plan de presentación
Es una buena idea preparar un plan por escrito o una descripción general para presentar su caso.

Durante una Audiencia Imparcial

Presenten su caso

Sigan un plan de presentación. *Ustedes* o su intercesor tienen derecho a hacer una declaración inicial presentando el caso o casos por decidir, enunciando su posición en el caso o casos que *ustedes* presenten. Llamen a sus testigos. La audiencia es informal. Probablemente *ustedes* prefieran que los testigos hagan su declaración y luego hacerles preguntas para aclarar lo que sea necesario. Dentro de las funciones determinadas por el tribunal, el representante del distrito puede interrogar a los testigos.

Presentación del caso del distrito

Tomen notas sobre la presentación del caso del distrito. Eviten interrupciones y objeciones continuas. De esa manera, *ustedes* estarán mejor preparados para hacer preguntas apropiadas, y serán más efectivos al repreguntar. *Permanezcan calmados*.

Las objeciones se pueden usar en una audiencia. Son adecuadas cuando las declaraciones no tienen ralación con el caso, o cuando se basan en rumores. Sin embargo, un rumor es aceptable siempre que la decisión total no se base en él.

Despues de la Audiencia Imparcial

La decisión

El tribunal de la Audiencia Imparcial debe presentar una decisión escrita dentro de los diez (10) días después de concluída la audiencia.

Implantación de la decisión

Si ninguna de las partes apela la decisión, ésta debe ser implantada inmediamente. Para ello, es necesario que las personas involucradas trabajen conjuntamente y se comuniquen entre sí sobre cualquier dificultad que encuentren. La responsabilidad de la implantación descansa *tanto* en el personal del distrito como en *ustedes*.

Proceso civil

Después de que se ha hecho una apelación ante el Estado, y ésta ha sido negada, se puede iniciar un proceso civil. A este nivel, el Juzgado revisará los procedimientos y determinará si la decisión está apoyada por la evidencia.

¿Quien Puede Ayudarles a Ustedes?

El maestro de su niño. Les aconsejará en asuntos relativos al progreso de su niño, las habilidades que se le enseñan y cómo mejorar sus hábitos de estudio y aptitudes; además, les sugerirá formas de aprendizaje en su casa. Si es necesario, el maestro les podrá recomendar a *ustedes* a otros profesionales.

El director de la escuela. Esta persona es el líder de la educación y del sistema a seguir en su escuela. Consúltelo en asuntos de la operación o del sistema escolar, para obtener información, o para recibir sugerencias en la resolución de un problema.

El supervisor de educación especial en su distrito escolar. Responderá a preguntas respecto a servicios obtenibles para estudiantes con necesidades excepcionales. Esta persona puede informarles a *ustedes* acerca de los recursos en la comunidad y de las actividades para su niño.

El superintendente escolar. Recomienda a la Junta de Educación las principales normas a seguir, y se encarga de que se cumplan.

La Junta de Educación. Consiste de ciudadanos electos por votación popular para establecer las normas que deben regir todo el distrito escolar. Se reúnen en sesiones públicas para discutir los asuntos del distrito escolar.

El Comité Consultivo del Distrito Escolar. Formado por padres de niños con necesidades especiales y por maestros. El comité aconseja.

El presidente de la asociación de padres y maestros de educación especial (PTA), el presidente de la PTA, o el presidente de la PTO. En su escuela local ofrece información sobre la participación de los padres de familia y sobre las oportunidades educativas.

Su médico, su pediatra o el Centro de Salubridad. Les puede recomendar a *ustedes* a otros profesionales, agencias, y organizaciones.

Centros Regionales para los Incapacitados en su Desarrollo. Ofrece servicios de diagnosis y valoración y de coordinación de los recursos. Es también un punto central de contacto para individuos con incapacidades en su desarrollo, o para sus familias. Por medio del Plan de Programa Individual (IPP), se pueden identificar los servicios necesarios de acuerdo a las necesidades del cliente durante toda su vida. Entre los servicios que ofrecen los centros regionales están los preventivos y los servicios de tutela, de intercesión, consultas a otras agencias, educación de la comunidad, desarrollo de los recursos de la comunidad, y coordinación de los programas para cada cliente.

Su biblioteca local. Puede ofrecerles una lista de organizaciones y grupos que operan en, o cerca de, su comunidad, ofreciéndoles apoyo a *ustedes* y a su niño especial. A continuación ofrecemos algunas organizaciones que les pueden ser útiles:

- California Association for Neurologically Handicapped Children… Adults (CANHC)
- California Association of the Physically Handicapped (CAPH)
- California Association for the Retarded (CAR)
- California Association of State Hospital-Parent Councils for the Retarded (CASH-PCR)
- California Association of the Deaf (CAD)
- Council for Exceptional Children
- Easter Seal Society (ESS)
- Epilepsy Foundation of America (EFA)
- Los Angeles County Epilepsy Society (LACES)
- National Association for Visually Handicapped (NAVH)
- National Down's Syndrome Congress
- National Society for Autistic Children (NSAC)
- United Cerebral Palsy Association (UCPA)

Otras fuentes de información

- *Closer Look,* Box 1492, Washington D.C. 20013

  Es un centro de información nacional para los padres, y además publica cuatro veces al año un boletín que se distribuye gratuitamente.

- *Protection and Advocacy Incorporated,* 1400 K Street, Suite 307, Sacramento, California 95814

  Una corporación no lucrativa, establecida por el Gobernador para proteger, e interceder por, los derechos de las personas con incapacidades en su desarrollo. Publica un boletín que se distribuye gratuitamente.

GLOSARIO ALFABETICO

Este es un simple diccionario de términos usados por los profesionales que trabajan con su niño. Las definiciones cortas de las palabras que aquí se incluyen les ayudarán a *ustedes* cuando lean los informes, asistan a las reuniones o conferencias y/o hablen con los especialistas que se mantienen en contacto con su niño.

Afasia. Defecto o pérdida de la capacidad de comprender, manipular, o expresar ideas con el lenguaje.

Afectivo. Se refiere a los sentimientos o a las emociones.

Ambiente menos restrictivo (LRE). Educación a la par de niños que no tienen incapacidades. Se usa escuela o clases separadas sólo cuando la naturaleza de la incapacidad es tal que la educación en un aula regular no puede llevarse a cabo satisfactoriamente.

Año escolar extendido. Días además de los incluídos en el año escolar mandatorio; escuela de verano.

Asimilamiento (Programa integrado). Participación en un ambiente regular educativo.

Audiología. Además del examen para determinar la naturaleza de la pérdida y el nivel auditivos, incluye consideraciones para la capacitación del lenguaje e interpretación del movimiento de los labios, y consulta y guía para los estudiantes, los padres de familia, y los maestros, acerca de las necesidades específicas, y la determinación de la necesidad que pueda tener el niño de aparatos auxiliares.

Autismo. Desorden que se caracteriza por un severo retraso en el desarrollo del lenguaje, deterioro del desarrollo social, insistencia en repeticiones o resistencia al cambio, lo cual se ha manifestado desde la niñez temprana.

Cociente de inteligencia (IQ). Resultado numérico obtenido en un examen de capacidad mental; generalmente se encuentra relacionando el resultado del examen con la edad de la persona.

Codificación. Cambio de ideas a palabras o expresiones escritas.

Cognición (Conocimiento). El acto o proceso de saber o conocer. La capacidad de saber o conocer incluye el razonamiento, la formación del concepto, y el pensamiento analítico o lógico.

Colocación apropiada. Una colocación educativa específica que ofrece la educación especial y servicios auxiliares de conformidad con el programa de educación individualizada (IEP) para un individuo con necesidades excepcionales.

Colocación educativa específica. Combinación única de instalaciones, personal, ubicación y/o equipo, reunidos para ofrecer servicios educativos en un sitio o combinación de sitios públicos o privados, en el hogar, hospital, o en un internado, al individuo con necesidades excepcionales, de acuerdo con las especificaciones del IEP.

Comprensión auditiva. Comprensión de lo que se oye.

Coordinación motora ordinaria. Se refiere al uso de los músculos mayores (para balancearse, saltar o correr).

Coordinación motor refinada. Se refiere al uso de los músculos pequeños, tales como los del movimiento de los dedos y la muñeca y los de coordinación entre ojo y mano. Incluye el dibujar, recortar, escribir, pegar materiales, atarse los cordones de los zapatos, abotonarse, cerrarse o abrirse la cremallera (zipper), etc.

Coordinación visomotora. Capacidad para relacionar la visión con los movimientos de las partes del cuerpo (es decir, el punto en el cual la mano se convierte en la herramienta para servir al mecanismo visual).

Desarrollo. Cambios sucesivos durante el proceso natural del crecimiento.

Desciframiento. Habilidad de arreglar sonidos y símbolos para formar palabras.

Desórdenes severos del lenguaje (SLD/A). Niños que experimentan dificultad para expresarse o comprender el lenguaje, lo cual interfiere con sus logros escolares, pero que muestran capacidad normal intelectual no verbal.

Direccionalidad/Lateralidad. Reconocimiento de los dos lados del cuerpo y la capacidad de identificar los lados izquierdo y derecho, y de proyectar este conocimiento correctamente en la vida diaria. Un ejemplo sería saber cual es la mano derecha de la persona situada frente a uno.

Discriminación auditiva. Habilidad de detectar diferencias finas entre los sonidos en las palabras (papa-pata; mano-malo).

Discriminación visual. Uso de los ojos para identificar diferencias en las letras, palabras y/o figuras.

Edad mental (M.A.). Se mide por el nivel de madurez.

Educación física (PE). Desarrollo de las aptitudes físicas y motoras; habilidades motoras y patrones fundamentales; educación del movimiento; habilidades acuáticas, de baile, y juegos individuales o colectivos y deportes (incluyendo juegos intramurales y permanentes). Este vocablo incluye la educación física adaptada, la cual se diseña especialmente para llenar los requisitos del niño.

Educacion física adaptada. Léase la definición de Educación Física.

Educación vocacional. Programas educativos organizados que están directamente relacionados con la preparación de individuos para empleos, con paga o sin ella.

Especialista en programa (PS). Asiste y aconseja por medio de consultas con los especialistas en recursos, personal del DIS (Instrucción y Servicios Designados) y maestros de clases especiales; planifica programas; coordina los recursos para los planes de estudios y evalúa la efectividad del programa; ofrece su experiencia y conocimientos en su área de especialidad (es decir, con los incapacitados para comunicarse, con los físicamente incapacitados, con los incapacitados para aprender, o con los severamente incapacitados).

Especialista en recursos (RS) Programa del especialista en recursos (RSP). (para las áreas del Plan Maestro). Ofrece instrucción para la educación especial, materiales y servicios adicionales para los niños incapacitados que han sido asignados a maestros de clases regulares durante la mayor parte del día. Las responsabilidades del RS también incluyen la valoración del progreso del estudiante, revisión de su IEP, coordinación de los servicios y consultas con los padres de familia y el personal.

Evaluación. Léase la definición de Valoraciíon.

Fisioterapia (PT). Actividades para fomentar la autosuficiencia en cuanto se refiere principalmente a habilidades motoras ordinarias, como caminar, sentarse, y cambiar de posición. Ayuda a los niños con equipo especial que se usa para obtener mayor movilidad, tal como sillas de ruedas, abrazaderas, y muletas.

Grupo de evaluación de la escuela (SAT) (para las áreas del Plan Maestro). Grupo de la escuela local (primer nivel) que comprende al administrador de la escuela, al especialista en recursos, al especialista del programa, al personal de servicios instruccionales diseñado, y al personal responsable de la evaluación y la formulación del programa de educación individualizada (IEP). Este grupo trabaja con los estudiantes que reciben los servicios del programa de recursos especializados o los servicios de instrucción diseñada.

Grupo del Programa de Educación Individualizada (IEP). Examina los resultos de la valoración; determina la eligibilidad; determina el contento del IEP; y ofrece las recomendaciones para un programa apropriado.

Grupo para elegir y planificar (E&P). (para áreas fuera del Plan Maestro). Determina la elegibilidad o exclusión de un programa. Si un individuo es elegible para un programa, este grupo desarrolla el Programa de Educación Individualizada (IEP). El número mínimo de miembros en el grupo incluye al administrador o su representante, un maestro de educación especial, una enfermera, un sicólogo escolar, un padre de familia, el niño (cuando sea conveniente), el maestro regular (si es conveniente), y otras personas competentes.

Habilidades fundamentales (FS). Léase la definición de Retraso Mental.

Identificación. Identificación de las condiciones incapacitantes que requieren servicios educativos especiales. Se lleva a cabo por medio de la selección y valoración iniciales y de evaluaciones constantes para determinar continuamente la naturaleza del estilo de aprendizaje de cada niño.

Imagen corporal. Reconocimiento de nuestro propio cuerpo (incluye la ubicación precisa de sus partes en el tiempo y en el espacio).

Incapacidad de desarrollo (DD). Incapacidad atríbuible a retrasos mentales, parálisis cerebral, epilepsia, autismo, u otras condiciones incapacitantes neurológicas íntimamente relacionadas con retrasos mentales o que requieren tratamiento similar al que se requiere para individuos mentalmente retrasados. Tal incapacidad tiene su origen antes de que el individuo cumpla 18 años de edad, continúa, o puede esperarse que continúe, indefinidamente y constituye una incapacidad considerable para tal individuo.

Incapacitados educacionalmente (EH). Estudiantes que muestran una discrepancia significativa entre su capacidad y sus logros en la escuela.

Incapacitado físicamente (PH). (categoría del Plan Maestro). Aquellos estudiantes ciegos, parcialmente ciegos, incapacitados ortopédicamente y con otros deterioros de la salud.

Incapacitado múltiple (MH) u otro incapacitado múltiple (OMH). El individuo que tiene dos o más incapacidades, cada una de las cuales es suficientemente severa para necesitar su inclusión en una clase especial pero, debido a la combinación de sus incapacidades, el GRUPO decide que este individuo no puede recibir el servicio adecuado en una clase para incapacidades especiales únicas.

Incapacitado ortopédicamente (OH). Diagnosis de un deterioro de la salud o de un trastorno serio en las funciones de locomoción o motoras que afectan adversamente el proceso educativo del individuo.

Incapacitado para aprender (LH) (en la categoría del Plan Maestro). Aquellos estudiantes que muestran inhabilidad para aprender, desórdenes en su conducta, retrasos educativos, o una combinación de todos estos problemas.

Incapacitados para comunicarse (CH) (en la categoría del Plan Maestro). Incluye a todos los estudiantes que son sordos, sordos y ciegos, severamente sordos, con severa incapacitación en el lenguaje (incluyendo a los afásicos), y con incapacidades del lenguaje y del habla.

Incapacitado visual (VH). Estudiantes ciegos o que por tener visión parcial experimentan un rendimiento educativo inferior.

Inhabilidad de aprendizaje (LD) o Grupo de inhabilidades de aprendizaje (LDG). Ofrece servicios a los estudiantes con necesidades menores de educación especial. Los estudiantes son asignados a maestros regulares durante la mayor parte del día y reciben los servicios en grupo (LDG) según lo determine el GRUPO.

Instrucción y Servicios Designados (DIS) (en el área del Plan Maestro). Léase la definición de Servicios Asociados.

Lateralidad. Reconocimiento interno de los dos lados del cuerpo y sus diferencias.

Lenguaje expresivo. Capacidad de hablar, gesticular, o escribir para comunicarse con otras personas.

Lenguaje receptivo. Reconocimiento y/o comprensión de lo que se ve o se oye.

Línea básica (Preevaluación). Se refiere al nivel en el cual el individuo ejecuta la tarea indicada por el IEP previa intervención o aprendizaje.

Madurez social. La capacidad de asumir responsabilidades personales y sociales, como es de esperarse en personas de edad similar.

Memoria auditiva (corto plazo y largo plazo). Habilidad de recordar lo que se oye (palabras, números, historias).

Modalidad. Forma de adquirir una sensación — visual (vista), auditiva (oído), táctil (tacto), olfatoria (olfato), gustatoria (gusto), cinestésica (movimiento).

Modificación de la conducta. Procedimiento basado en la creencia de que la conducta se aprende y que por lo tanto puede desaprenderse (cambiarse). Uno debe decidir la conducta que se debe cambiar y establecer un plan para obtener esa meta.

Otras incapacidades múltiples (OMH). Léase la definición de Incapacitado Múltiple.

Percepción. Proceso de interpretación de la información sensorial. Es la asociación mental exacta de los estímulos presentes con los recuerdos de experiencias pasadas.

Percepción auditiva. La habilidad de recibir los sonidos con exactitud y comprender su significado.

Percepción visual. Comprensión de lo que se ve.

Período de atención. Concentración medida en longitud de tiempo.

Perseverancia. El continuar comportándose o respondiendo en cierta forma cuando ya no es apropiado. Dificultad para cambiar de una a otra.

Plan de estudio. Es un programa de estudio. Un curso adecuadamente planeado basado en la capacidad del estudiante para superarse.

Plan global. Plan desarrollado por los distritos escolares y los condados, y presentado al Estado para su aprobación, que asegura la prestación de servicios de educación especial para todos los individuos elegibles que tienen necesidades especiales y que viven dentro de los confines geográficos cubiertos por el plan.

Plan Maestro de California para Educación Especial (CMPSE). Un plan estatal para efectuar cambios y mejoras en la educación especial en California, ofreciendo de esta manera educación gratuita y adecuada para todos los individuos con necesidades especiales (IWEN). Este plan se adoptó de conformidad a la Ley Federal 94-142. La legislación estatal provee para la adopción del Plan Maestro en todo el Estado. Se calcula que este plan será obtenible en las escuelas locales de su área alrededor de 1982.

Retrasado mental adiestrable (TMR). Léase la definición de Retraso Mental.

Retrasados mentales educables (EMR). Léase la definición de Retraso Mental.

Retraso mental (M.R.). Grupo de condiciones que se caracterizan por un ajuste social inadecuado, reducida capacidad de aprendizaje, y un proceso lento de maduración debido a un funcionamiento intelectual inferior a lo normal.

Sensorial-motora. Habilidad de actuar y desenvolverse como lo dirigen los sentidos; la habilidad de oír y hacer cosas en respuesta a un estímulo dado. Se asocia con lo efectivo de la coordinación de una persona en cuanto se relaciona a los sentidos del oído, la vista, el gusto, el olfato, el tacto y la capacidad motora.

Seria perturbación mental (SED). Se refiere a los estudiantes que muestran una o más de las siguientes características por un largo período: (a) inhabilidad de aprender que no puede ser atribuída a una deficiencia de capacidad, salud, visión o audición; (b) problemas para relacionarse con otros niños o adultos; (c) conducta o sentimientos inadecuados (como por ejemplo, reacciones extremadamente furiosas); (d) severa depresión mental o infelicidad; (e) tendencia a desarrollar síntomas físicos o temores acerca de problemas personales o de la escuela.

Servicios auxiliares. Los servicios que ofrecen los especialistas, y que no ofrecen normalmente los maestros de educación regular o especial. Transportación, y todos los servicios para el desarrollo, correctivos y de apoyo, que son necesarios para ayudar al niño incapacitado a beneficiarse de la educación especial. En estos servicios se incluye, pero no se limita: lenguaje/habla, audiología, servicios sicológicos, instrucción de la movilidad, instrucción para los incapacitados visuales, instrucción en la casa o en el hospital, educación física adaptada, coordinación y/o provisión de fisioterapia y terapia ocupacional, instrucción especializada para conducir vehículos, preparación para una carrera, trabajo-estudio, adiestramiento ocupacional (educación vocacional diseñada especialmente), consulta y guía, control de la conducta, educación de los padres, servicios de salud de la escuela.

Servicios de Valoración Educativas (EAS) (en el área del Plan Maestro). Este grupo se encuentra al nivel del distrito o del condado y es para individuos que requieren un programa más apropiado, o más servicios de los que pueden obtenerse en su escuela local. Una valoración/evaluación más profunda puede obtenerse a este nivel si se involucran más especialistas profesionales como miembros del grupo.

Severamente incapacitado (SH) (en la categoría del Plan Maestro). Aquellos estudiantes seriamente perturbados emocionalmente, incapacitados en su desarrollo, con retrasos mentales adiestrables, o que son autísticos.

Sicomotor. Se refiere a las reacciones musculares, incluyendo el desarrollo de los músculos pequeños para las actividades motoras finas (recortar, etc.) y los músculos ordinarios (para caminar, saltar, etc.).

Sordo. Es un estudiante con una pérdida de su audición tan severa que impide el desarrollo del lenguaje y afecta el proceso de su educación.

Sordo/Ciego. Problemas de audición *y* de visión que resultan en severos problemas de comunicación educación.

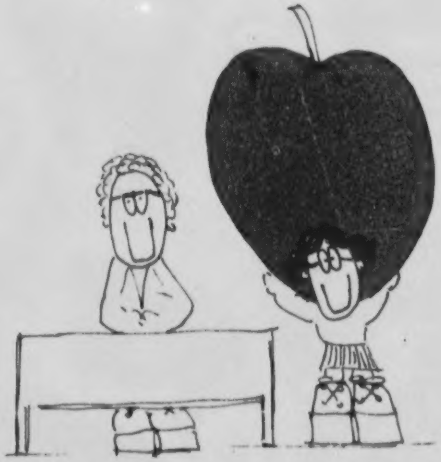
Terapia del habla/lenguaje. Remedio que ofrece un patólogo del habla y del lenguaje para facilitar el desarrollo del lenguaje, tanto receptiva como expresivamente y para corregir problemas del habla. Incluye, pero no se limita: articulaciones defectuosas en el habla, tartamudeo, resonancia y problemas de la voz.

Terapia ocupacional (OT). Para aquellos que pueden encontrar dificultades al realizar actividades de autoayuda, de juego, o escolares. Su propósito es el de fomentar la autosuficiencia e independencia en esas áreas. Después de evaluar a los estudiantes para comprobar cómo usan sus músculos, el terapeuta escoge los ejercicios y actividades destinados a mejorar las habilidades motoras del niño, incluyendo las habilidades de ayuda propia, las habilidades sicosociales, las habilidades perceptuales motoras y las habilidades prevocacionales.

Terapia sensorial integrativa. Adiestramiento diseñado para ayudar al estudiante a integrar y organizar la información obtenida a través de los diversos sentidos (tales como la vista y el oído) con el fin de ejecutar una respuesta compleja, como por ejemplo, leer.

Valoración/Evaluación. Abarca todas aquellas funciones de los procesos de examen y diagnosis conducentes al desarrollo de un programa educativo apropiado e individualizado, y a la colocación de un niño incapacitado. Se pueden usar datos fidedignos recientes de valoraciones hechas adecuadamente por profesionales autorizados, en vez de programar evaluaciones adicionales. Las valoraciones pueden incluir una selección para identificar a niños potencialmente incapacitados; la observación, el examen, y diagnosis de esos niños para identificar específicamente la condición de su incapacidad, así como la severidad de su condición; y la definición de las necesidades educativas basándose en las condiciones de incapacidad y su gráfica de aprendizaje.

Visomotor (o visualidad motora). Habilidad de relacionar la visión con los movimientos del cuerpo o de partes del cuerpo.



Newsletters

SERN Newsletter

SPECIAL EDUCATION RESOURCE NETWORK

APRIL

SPECIAL EDUCATION RESOURCE NETWORK

Funded by the California State Department of Education, Office of Special Education, Personnel Development Unit

Legislative Update

Assembly
California Legislature

BLOCK GRANTS:
ARE THEY ALL THEY'RE BUILT UP TO BE?

by

The Honorable Leroy F. Greene,
Chairman, Assembly Committee on
Education

A block grant is money directed to a lower level of government from a higher one with no strings attached. This results in centralized bureaucracy getting out of the business of deciding what is best for each of the numerous local constituencies, thereby saving lots of money. Block grants also allow locally elected representatives closest to the programs to best decide how to run the show, thereby improving the quality of those programs. Or does it?

As a matter of fact, we have examples of block grant experience right here in California. In order to partially offset the funding cuts imposed by Proposition 13, the Legislature provided school districts with a general purpose block grant during 1978-79, based in part on the summer school and adult average daily attendance from 1977-78 school year.

Was this block grant a success? The state put $495 million into the block grant for these two (formerly categorical) programs. We achieved a workload reduction of less than one position out of the total of 7.5 positions in the adult education division of the Department of Education. Clearly, if a bureaucracy existed here, it was not eliminated. Were services improved? In 1978-79 under the block grant, districts served only 76 percent as many adults and only five percent as many summer school students as they did under the previous year's categorical grants. It would be difficult to find programmatic improvements in those numbers.

What has happened to the block grant since then? In order to meet important needs which were no longer being met, the Legislature in the last three years has, in addition to the block grant, begun providing direct (categorical) funding for new summer school and adult education programs such as summer school for pupils who do not meet districts' proficiency standards and adult education classes in home economics and health and safety education. In 1980-81, the state spent $27.6 million on top of the amount in block grant to pay for these programs. This block grant has not saved us money.

Categorical aid programs exist because a majority of members of each house of the Legislature at one time or another were convinced of a statewide need which was not being met. If the need no longer exists, the program should be repealed. If the need still does exist, categorical funding will ensure that the need will be met. Block grants simply provide funding with no guarantees that services will be provided.

Very truly yours,

Leroy F. Greene

LEROY F. GREENE

TOPPING THE PAPERWORK MOUNTAIN

TIME MANAGEMENT DEFINITIONS:
EFFICIENCY is doing the job right.
EFFECTIVENESS is doing the right job.

READ AND ROUTE!		
From:		
p.	Of interest to	X
Return to:		
By:		[]Destroy

☐ Your steadfast ally in the war on paperwork is the lowly waste basket! Buy them big and plenty! Another tip: make sure all waste baskets are emptied regularly--full ones inhibit tossing and look messy.

☐ Have a "Routing" rubber stamp made to quickly circulate agency info. A stamp works best because routing slips can get lost--and actually add more paper! Use sample format at top.

☐ Declare "war" on your desk-top! Refuse to let any stacks of paper appear. Enlist the help of your assistant in keeping the desk-top cleared. Your rewards: concentrate only on work at hand and find things when you want them.

☐ As an administrator, you must simultaneously deal with several projects. Keep a file for each current project in a drawer of your desk. Benefits: keeps project info together, close at hand, and off the desk-top.

☐ From this time forward, declare that all reports over 2 pages must also include a table of contents and to-the-point summary.

FREE P.R. MANUAL: Lots of helpful hints in this new 62-page communication tool for agencies. Request your free "Communication Network Manual" from ComNet, 5600 Fishers Lane, Rm 6C-15, Rockville, MD 20856.

"AND NOW I WANT TO INTRODUCE THE PERSON RESPONSIBLE FOR PUTTING OUR FUND RAISING CAMPAIGN OVER THE TOP"

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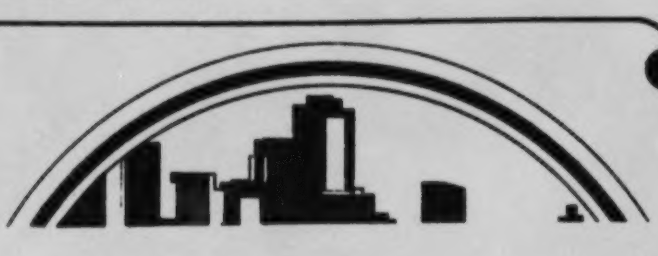
From the Office of Special Education



NEW BILL ADDRESSES NEEDS OF VISUALLY IMPAIRED PUPILS

by Paul Hinkle, Legislative Update, February 23, 1982

Under a new bill introduced in the Assembly on February 12, visually impaired pupils placed in special education programs due to an organic visual impairment would receive special education instruction and services in addition to the special education programs and services currently provided.

Assembly Bill 2652 by Assemblywoman Gwen Moore of Los Angeles is being sponsored by the Joint Action Committee of Organizations Serving the Visually Handicapped, which includes the California Optometric Association.

A noncodified section of the measure indicates that the Legislature finds and declares that existing programs for individuals with exceptional needs in the state do not address the specific educational needs of the visually handicapped. "The Legislature intends to provide for the unique educational needs of visually handicapped pupils to ensure they receive an appropriate education."

A new chapter covering "Education for Visually Handicapped Pupils" would be added to Part 30 of the Education Code by AB 2652.

A comprehensive assessment for pupils with organic visual impairment, to determine the need for specialized services or equipment, would be required before any action is taken with respect to the initial placement in a special education program. The legislation lists five areas to be addressed in the comprehensive assessment.

In addition to the comprehensive assessment, a skills assessment would be required for pupils requiring special education programs and services because of an organic visual impairment before placement or within 30 days after placement by a person holding a valid credential in the area of the visually handicapped.

The measure would provide specialized equipment, special materials, orientation and mobility services, reader services, and braille transcribing services for visually handicapped pupils, under one article of the proposed law.

Another article addresses the qualifications of teachers of the visually handicapped and lists the specialized skills that they shall have the ability to teach.

Special classes allowing visually handicapped students to be integrated into regular classes for varying amounts of the school day depending on individual needs would be provided based on language in a separate article on special classes.

AB 2652 does not contain an appropriation. The measure, if passes by the legislature, would become effective on January 1, 1983. It would remain in effect until January 1, 1989, unless a later statute deletes or extends that date.

THREE WAYS GOOD PEOPLE-HANDLERS MOTIVATE OTHERS

A "Nation's Business" article by Bernard Rosenbaum says if you master three basic principles, you can be a more effective people-handler. Here's your executive summary:

1. **BUILD PEOPLE'S SELF ESTEEM.** "The more confident people feel, the better they perform," says Rosenbaum. "Most people tend to fulfill the roles others assign to them. If you expect the best from someone and show him you expect it, you have a better chance of getting it than you would otherwise." Here's a sample of what can be done: "A new supervisor is given a list of five employees and told they have been especially productive. The five turn out to be his star performers. In truth, the five have been picked at random. They succeed because they are expected to and are treated accordingly!"

2. **LISTEN ACTIVELY.** Let's say an employee comes into your office--angry! As you listen you nod sympathetically and then provide feedback of your understanding of the employees problem: "You feel we're asking too much," you say. "You're angry because we don't seem to recognize your problems or care about them." Warning: don't include your own opinion in this summary. Repeat only the content and feelings of what the employee said. Now, the employee knows you understand his situation, exactly. And you can both proceed on common ground to a non-emotional solution.

3. **USE REINFORCEMENT.** Give positive feedback to behavior that you like. Rosenbaum points out that, "Failure to commend good performance is management's most common mistake in motivation. Almost without exception, good performance that is unnoticed deteriorates."

(Abstracted with permission from an article titled "How Good People-Handlers Motivate Others," by Bernard L. Rosenbaum, appearing in "Nation's Business" magazine, 1615 H St., N.W., Washington, DC 20062)

NOTE: If this is of interest to you Dr. Rosenbaum has just published a new book, How to Motivate Today's Workers, C. 1981, McGraw-Hill.

EMPLOYMENT

THE WORK EXPERIENCE CONNECTION

On May 13th and 14th, California Association of Work Experience Educators (CAWEE) will be holding their State Convention in San Mateo. This organization is extending an invitation to the special education community. At least six to eight workshops each day will be of vital interest to special educators. Some of the workshop topics include:

"Work Experience Education for Special Education, Vocational Education and with Regional Occupation Programs"

"Windmills"

"A Work Experience Education Program for the Severely Handicapped"

"Special Education Work Experience/Staff Development Program"

"Job Development and Work Experience for Speical Education"

"An Administrative Viewpoint of Special Education Work Experience"

The association is making a special effort to network with special education to better serve students. For more details see SERN Statewide Events.

Resource Review

ARE YOU LOOKING FOR MORE INFORMATION?

The centers listed below can provide information about special education and related fields. Their services range from suggestions for classroom activities and curriculum development to listings of model programs and bibliographies of professional materials. Some are membership organizations holding annual conferences, and some publish books, brochures, journals and periodicals. A modest fee is usually charged, especially for publications. Contact these special groups directly for more details about ways in which they may be able to help you.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
Information and Research Utilization Center
1900 Association Drive
Reston, Virginia 22091

The Association for the Severely Handicapped (TASH)
1600 West Armory Way
Garden View Suite
Seattle, Washington 98119

Association for Education of the Visually Handicapped
919 Walnut Street
Fourth Floor
Philadelphia, Pennsylvania 19107
NOTE: Materials are available only to members; write for further information.

Center for Innovation in Teaching the Handicapped
University of Indiana
2805 East Tenth Street
Bloomington, Indiana 47401

Clearinghouse for Applied Performance Testing(CAPT)
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

National Diffusion Network (NDN)
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

National Information Center for Special Education Media (NICSEM)
University of Southern California
University Park
3716 South Hope Street
Los Angeles, California 90007

National Media Materials Center for Severely Handicapped Persons
Peabody College
Box 318
Nashville, Tennessee 37203

National Rehabilitation Information Center
Eighth and Varnum Streets, N.E.
The Catholic University of America
Washington, D.C. 20064

Council for Exceptional Children (CEC)
Information Services
1920 Association Drive
Reston, Virginia 22091

Education Resources Information Center (ERIC)
1920 Association Drive
Reston, Virginia 22091

Handicapped Learner Materials Distribution Center (HLMDC)
Audio-Visual Center
Indiana University
Bloomington, Indiana 47405

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

National Audiovisual Center
National Archives and Records Service
General Services Administration
Washington, D.C. 20409

National Center for Research in Vocational Educational
Program Information Office
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

National Clearinghouse for Bilingual Education
1500 Wilson Boulevard
Suite 802
Rosslyn, Virginia 22209

National Clearinghouse for Human Genetic Diseases
1776 East Jefferson Street
Rockville, Maryland 20852

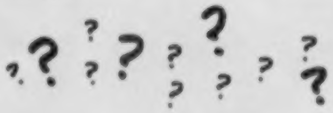
National Clearinghouse of Rehabilitation Training Materials
Oklahoma State University
115 Old USDA Building
Stillwater, Oklahoma 74074

Editorials

The NEWSLETTER welcomes editorials written by its readers. These editorials do not necessarily reflect the policies or viewpoints of SERN, PDU, or the Office of Special Education.

If you have an opinion or concern you would like to share with your colleagues throughout the state, submit a 200-word statement, typed and double-spaced, to: NEWSLETTER SERN/RSC, 1150 Eastern Ave., Sacramento, CA 95825. Deadline for submissions is the first of each month.

DO YOU BELIEVE:



-People want to be proud of their accomplishments?

-People want to enjoy their work?

-Growth is important in order to attract and hold high caliber people?

-We can maintain a position of strength and leadership in our field without growth and development?

-People want to be associated with an organization that offers opportunity for personal progress?

-Opportunities are greater and more challenging in a growing organization?

-When standards are raised, performance and productivity improve?

-People want personal recognition?

-In growing organizations, there are more opportunities than people to fill them?

-People at all levels determine the character and strength of an organization?

-People must be responsible for their own plan--methods to meet organizational objectives?

-People need a wide range of freedom to work within limitations imposed by the plan and by organizational philosophies?

-Schools should contribute to the improvement of the community - not mirror its problems?

PERSONNEL DEVELOPMENT PRACTICES IN BUSINESS AND INDUSTRY

1. The purpose of inservice is to increase the usefulness of personnel in getting the job done.
2. Personnel are the single, most valuable resource.
3. Training is a management tool; staff evaluation leads to staff development programs.
4. Training is purposeful, concise and designed to be implemented.
5. Staff development is a function of job performance (built into expectations).
6. Training has a single purpose, shared at all levels of organizations.

Is your inservice truly purposeful and getting results in the classroom?

Is participation in inservice an expected part of our role, or just something we do if there is time or money, or personal desire?

Is your inservice program supported by the parents, the teachers, the administration and the legislature?

If not, what should you be doing about it?

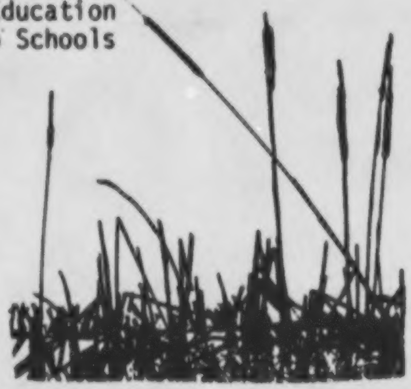
If we are to improve the quality of education for all our children, perhaps it is time we looked to our premises.

Editor's Note. These articles are authored by:

Jerrie Uberle, President
Concentric Management Systems
2636 N. 54th Lane
Phoenix, Arizona 85035

ASTHMA CAN AFFECT LEARNING

Submitted by: SERN I
Source: Special Edition,
December 1981
Special Education
San Diego Schools



The following article was contributed by Ida Rey, a nurse practitioner with the Physically Handicapped-Designated Instruction and Services program. The article provides background information and also contains a sample case study of an asthmatic youngster currently receiving special education services through this program.

WHAT IS THE PROBLEM?

Educational

- Large number of school absences
- Medication makes the student drowsy in the classroom; he/she is frequently off task

Medical

- The student is diagnosed asthmatic

HOW CAN THE SYSTEM HELP?

Our district offers, through the Physically Handicapped-Designated Instruction and Services program (PH-DIS), a three-point curriculum to help the asthmatic student. Any one or all three options may be employed with a particular student. The options are:

Academic Tutoring

Individual Counseling

Health Counseling

HOW DOES THE SYSTEM WORK?

Student "Y" is a 10-year-old black female currently in 5th grade with a diagnosis of severe asthma and allergies. She was initially placed in the PH-DIS program on April 25, 1981.

School History

- Observed to be drowsy in the classroom with much off-task behavior
- Frequent absences; eg: 40 days in 3rd grade, 32 days in 4th grade
- Often wheezes in classroom with attendant shortness of breath; attacks have been gradual and abrupt

What School Site Personnel Can Do:

- Eligibility for PH-DIS program is based on documenting that the medical problem interferes with the student's academic progress. Therefore, staff must contact the school nurse for the medical history and/or the resource specialist to initiate the referral process.
- When a referral is received, PH-DIS sends the forms for parent and physician signatures. Nurse practitioners are available from PH-DIS to do physical assessments by appointment for those students unable to obtain medical verification.
- After valid medical signatures are obtained, the referral becomes formal. Academic, as well as health needs are determined.
- An IEP meeting is held with site staff, parent and PH-DIS personnel. Appropriate services are decided upon. Goals and objectives are written.

Results

With an understanding of asthma, medical supervision, effective medications, and self-care techniques, student "Y" is learning to cope effectively with her asthma.

SERN Highlights

STAFF DEVELOPMENT: A NEW DIMENSION

by Gwen Johnson
SERN 2

The idea of parents training parents and teachers is one that was tried out in the Special Education Resource Network in 1980. It has proved to be one of the most productive and successful efforts of the Network.

Parent Specialists have given inservice training for Parent Teachers Associations, community advisory committees, parent advisory committees, special education staff, regular education staff, and lay organizations throughout the state.

The Parent Specialists in SERN 2 have been particularly successful in helping individual parents and parent groups to understand the new educational philosophy behind mainstreaming.

Learning to interact with people different from themselves is an important part of educating children who are to be successful in such a varied society as ours. People who have lived the experience of parenting a handicapped child develop a deeper level of communication with their audiences. The parents are able to explain feelings that are aroused when their child is limited by unnecessary physical and prejudicial barriers. Real experiences help everyone develop new attitudes about their own commitment to seeing that all barriers are removed.

The Parent Specialists program benefits everyone. It sets the model of parents and teachers working together for the benefit of the student. SERN 2 would like to recognize the contribution that the Parent Specialists have made, not only in this region, but in all of the other regions throughout the state.

CONFRONTING THE DEATH OF A MODEL PARENT

by Donna Craig
SERN 6

Counseling and guidance are really interesting to me, as I have two children in special education. Patricia ("Mac") Phipps, Associate Professor of Education, California State University, Chico, presented a workshop at the Northern California Special Education Conference on January 29, 1982. Her workshop was called "Counseling and Guidance in Special Education." I went to this event and it was a real eye-opener for me.

She talked about the stages teachers may go through when they are confronted with the "death" of the "model parent". The "model parent" is what many teachers feel parents should be like. Teachers go through many of the stages that we parents do when we are faced with the "death" of the normal child we thought we should have had. She said the stages were: denial, anger, envy, bargaining, depression, guilt, resignation, acceptance, and renewal. Only after all these stages are worked out, can a teacher begin to bury their image of the "model parent". The teacher can then place themselves on equal footing with parents and see parents as they are. She said that renewal takes place when the teacher seeks help in their shortcommings and anticipates new possibilities and approaches.

If we parents and teachers can keep in mind we all have our "stages" to work through in life, maybe, just maybe, the child we're all working for will have a richer, fuller life.

Thank you "Mac"!

JUST IMAGINE

by Diane Scott, Coordinator
SERN 8

Imagine a high school that is open and well attended six days a week, from early morning until late evening. Imagine a high school where the norms are self-reliance, resourcefulness, creativity, joy, and responsibility--where there is no boundary between education and community. Imagine a high school well on its way toward an Individual Education Plan for all students. Imagine developing students' right hemispheres while at the same time teaching twenty-first century technology.

At Mendocino Community School these are realities, not imaginative ideals. Located in the small, north coastal town of Mendocino, this community school recently won the California School Boards Association's Golden Bell Award for the outstanding secondary program in the state. It is part of the Mendocino Unified School District.

Six years ago, this district had a high school drop-out rate of 25 percent. The new superintendent, Donald K. Kirkpatrick, was charged with the responsibility of improving that situation. Creatively and resourcefully, Kirkpatrick and Charles L. Bush, the new high school principal, assumed that task. Today, there is less than a one percent high school drop-out or non-completion rate.

Based on the philosophy that self-directed learning requires multiple structures, learning environments, and interaction opportunities, the community school program integrates a number of creative components. Community school teachers must have, in addition to appropriate credentials, a history of success in a trade, art, or business--outside of education. They must continue to be engaged in the commercial exercise of this trade, profession, art, or business while providing instructional support to community school students. A significant portion of this commercial activity must be located within the school facilities.

The physical structure of the school is arranged for freedom of movement and high flexibility necessary to put the unique learning philosophy into effect. Housed in a warehouse that has been remodeled over a period of four years, the Community School holds a technical library; computerized administration and operations centers; multi-track recording, television production and musical rehearsal studios; science and world game laboratories; metal fabrication and wood fabrication shops; a photographic dark room; and design and technical production workshops.

Students at Mendocino Community School use a computer assisted counseling program, in cooperation with staff and parents, to design their own Individual Education Plan. Each student maintains a cumulative file, including an hour-by-hour summary of each week's work. The summary and completed IEP constitute an educational resume upon completion of the Community School program.

Once a day, the entire school population gathers for a meeting which provides a unified theme for the day's pursuits and addresses cultural and historical perspectives. Also, each student spends time once or twice a week consulting with an advisor support group, which includes a staff advisor and co-advisor. A student's work in particular vocational areas is supported and reviewed by members of seven vocational guilds: Communication, Electronics, Design and Fabrication, Computer, Environmental

(Continued next page)

JUST IMAGINE (Continued)

Management, Administration, and Performing Arts.

Funding for the Community Schools Program comes from several sources. Mendocino Unified School District provides approximately $85,000 to fund the equivalent of three staff positions and corresponding books and materials. The Regional Occupational Program provides staff and equipment for five ROP programs. Other resources used by the school include a Bank of America grant, an Environmental Education Curriculum Development grant, a Career Education grant, business/service and individual contributions, and a Title IV-C Project.

To date, Mendocino Community School has graduated over one hundred seniors, all of whom have completed the regular high school requirements and competency exams. Seventy-five percent of those students have continued their education in either a college program or an educational technical training program.

According to Kirkpatrick, "Vandalism and suspension are rare, parent and community support is high, and the students love it!" For further information contact:

Charles L. Bush
P.O. Box 226
Mendocino, CA 95460
(707) 937-0138

SERN WORK EXPERIENCE TRAINING- NOW AVAILABLE

Many agree that the most critical factor for secondary special education is a meaningful and accessible vocational program for students. Schools have expressed an interest in developing or improving the delivery of work experience education programs to students with exceptional needs. Regional training teams are now available! This unprecedented team consists of a special educator/inservice specialist from SERN and a consulting work experience coordinator.

The training is being made possible through the linkage of several organizations. These include: the Office of Special Education, the Office of Vocational Education, the Regional Resource Center-West, SERN and California Association of Work Experience Educators.

Awareness through hands-on-training is available in the following areas: curriculum resources, laws and regulations, assessment, role clarification, community action, work training and the employment phase, transitional graduation needs, and action planning. The training can be customized into a few hours to two days depending on the results of a needs assessment and negotiation.

Contact your local SERN today!

Statewide Events

April 2-3, 1982

7th Annual Symposium on Behavioral and Learning Disorders

LOCATION: University of San Diego

CONTACT: (714) 293-4585

April 3-5, 1982

Association of California School Administrators

LOCATION: Anaheim Convention Center
Anaheim, CA

CONTACT: Jacque Howell
1575 Old Bayshore Hwy.
Burlingame, CA 94010
(415) 692-4300

April 16-17, 1982

Sixth Annual California Association of Program Specialists Conference

FOCUS: "Survival of the 80's" Legislative action workshop, vendors showing latest lines, business session, election of officers, and representatives, will be just a few of the highlights.

LOCATION: El Rancho Racquet Resort
1029 West Capitol Avenue
West Sacramento, CA 95691

CONTACT: Anne Gant
Program Specialist
Sacramento City Schools
1901 - 60th Avenue
Sacramento, CA 95822
(916) 454-8260

April 23, May 3, 1982

California Elementary Education Association

FOCUS: "Special Education in Every Classroom: New Problems, New Solutions"

LOCATIONS: The San Franciscan Hotel
San Francisco (April 23)

Marriott's Hotel and
Tennis Club
Newport Beach (May 3)

CONTACT: (213) 670-3894

April 29-30, May 1, 1982

California Association of Vocational Educators (CAVE) State Conference

LOCATION: Sheraton-Palace
San Francisco

CONTACT: Homer Sweeney
Fremont-Newark ROP
40230 Taiolo
Fremont, CA 94538
(415) 651-5141

April 30, 1982

Reed Martin Conference

FOCUS: "The Law and Educationally Handicapped Children: What Next?"

LOCATION: Sir Francis Drake
San Francisco

CONTACT: (415) 392-7755

May 13-14, 1982

California Association of Work Experience Educators (CAWEE)

LOCATION: Villa Hotel
San Mateo

CONTACT: Gary Rodgers
c/o Hayward Unified School District
Work Experience Education
P.O. Box 5000
Hayward, CA 94540
(415) 784-2818

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SERN Newsletter

FEBRUARY

SPECIAL EDUCATION RESOURCE NETWORK

SPECIAL EDUCATION RESOURCE NETWORK

Funded by the California State Department of Education, Office of Special Education, Personnel Development Unit

SERN Highlights

TELECONFERENCING

The Personnel Development Unit of the Office of Special Education in the California Department of Education has recently applied for funding for continuation and expansion of a delivery system for inservice and university courses via teleconferencing. Teleconferencing is a means of joining two or more groups in different locations through a telephone broadcast system. Voice amplifiers, speakers and microphones allow remote locations to communicate with an instructor and other students many miles away. This transmitting and receiving equipment is called a "50-A."

Teleconferencing was first used for three classes in the Spring of '81 for broadcast to Blythe, Hemet, Victorville and Palm Desert. Fall of '81 brought about expansion of course offerings and credential courses to the Northern rural areas through a joint agreement with the University of California at Riverside, the original broadcast site, and the University of California at Davis. As of this fall a total of 219 persons have completed coursework offered through this system.

Prerequisites for effective delivery of courses and or inservices are:

1. Instructors who are creative, flexible and comfortable with innovations.
2. Instructors who are well organized and can communicate in an interesting manner.
3. Advanced preparation and distribution of printed materials, media and equipment to each site before classes begin.
4. On-site coordinators at each broadcast center to facilitate effective broadcast of courses, take attendance, distribute handouts, administer exams, etc.

All university courses are currently originating from the University of California - Riverside and are broadcast to Blythe, Hemet, Yucca Valley, Big Bear, Red Bluff, Alturas, Yreka, Weaverville with anticipation of expanding to Mono, Inyo and Tulare Counties by Fall of '82. For further information about teleconferencing, you may contact Ruth Brown at the SERN-RSC (916) 972-9752.

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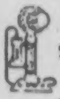

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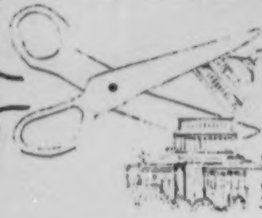


Legislative Update

SLASH IN PL 94-142 FUNDS

The continuing resolution appropriations bill passed by Congress and signed by President Reagan extends funding for federal programs for fiscal year "82 (school year 82-83) until March 31. This bill includes programs under the Education of the Handicapped Act, including P.L. 94-142 State grants.

Hill sources indicate that the Senate will try to pass a regular appropriations bill for the Departments of Labor, Health and Human Services and Education before March 31. The House passed its version of an LHHS bill in October.

Meanwhile, the continuing resolution carries an important clause which could affect actual allocations for most social programs, including programs under the Education of the Handicapped Act. Each program is subject to a 6% funding cut, at the discretion of Secretary of Education T.H. Bell, though no "account" may be cut by more than 4%. The EHA programs including PL 94-142, are considered one "account."

Since the EHA programs are forward funded and funds do not flow for PL 94-142 state grants until July 1, this provision is not expected to have any immediate impact on those programs, and will have no impact if a regular appropriations bill is passed in the Senate and signed by the President after House-Senate Conference.

FEDERAL CUTS AND CONSOLIDATION OF '83 HANDICAPPED PROGRAMS

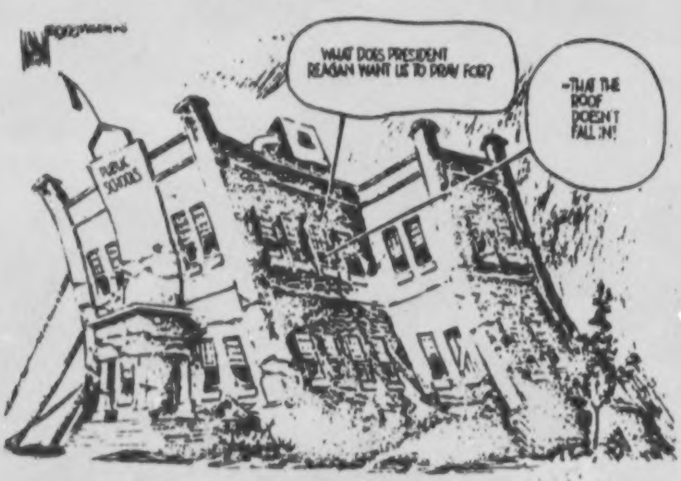
The Reagan Administration plans to consolidate education for the handicapped programs and to dramatically and drastically reduce funding for those programs, according to an Office of Management and Budget justification document for the Department of Education for FY '83. The budget also includes plans for a major recession of all EHA programs for FY '82.

Incorporated within the budget is a two-part plan to consolidate PL 94-142, Preschool Incentive Grants, and PL 89-313 as one part and to consolidate 10 other programs under the Education of the Handicapped Act as a second part.

Funding for the two parts is targeted at $527.2 M, or 54% below the current authorized amount for those programs recently set by Congress. President Reagan's budget proposal would fund the first part at $458.75 M, the second part at $68.4 M.

This consolidation proposal represents the Administration's second attempt to eliminate all categorical programs at the federal level. The first attempt succeeded in blocking 28 programs last spring.

According to the budget document, revised in November, a rescission of PL 94-142 state grants is planned, to achieve a targeted appropriation of $484.8 M.


WHAT DOES PRESIDENT REAGAN WANT US TO PRAY FOR?
-THAT THE ROOF DOESN'T FALL IN!
PUBLIC SCHOOLS

"The implementation of PL 94-142 was perhaps the greatest stride made to date toward a workable plan for the education of handicapped children. As president, I will work to ensure that the Education for All Handicapped Children Act is a success.
- Candidate Ronald Reagan, 1980

RAND REPORT: FEDERAL CATEGORICAL PROGRAMS "INTERFERE" AND "CROSS-SUBSIDY"

A Rand Corporation study found that Federal categorical programs both "interfere" with and provide "cross-subsidy" to other programs at the LEA level. The study, partially funded by the U.S. Department of Education, revealed six types of "interference" and three types of "cross-subsidy" in the 24 elementary schools sampled in eight districts across the nation. Each district was nominated by state and district administrators as experiencing difficulties in administering multiple programs.

For the purpose of the study "interference" was defined as conflict between categorical programs and the core local program. "Cross-subsidy" was defined as the use of categorical funds intended for one beneficiary group to provide services to another beneficiary group. At least one type of interference and one type of cross-subsidy were evident in all districts in the sample.

According to the Rand Report, federal programs interfered with the core programs in a variety of ways:

> They interrupted core classroom instruction.
>
> They imposed administrative burdens on teachers and principals.
>
> They caused staff conflicts.
>
> They segregated students for large portions of the day.
>
> They replaced core instruction.
>
> They clashed with teaching methods used in the core local program.

The Rand Report says that categorical programs cross-subsidized other programs in three different ways:

> They provided services purchased by one program to students who qualified for a different program.
>
> They changed the services offered by a funded program to fulfill the requirements of an unfunded or partially funded program.
>
> They diverted administrative and teaching staff from one program to fulfill the requirements of another program.

Conclusions and Recommendations

The evidence suggested that interference and cross-subsidy do not result from federal program structure alone, but are the joint result of program structure and local choices in managing large numbers of programs and unfunded requirements. Two aspects of the federal program structure — the multiplicity of programs in one site and unfunded requirements — contributed significantly to problems of interference and cross-subsidy. For example, some schools had so many federal programs that they could not avoid interference, and so little local money that cross-subsidy was the only way to pay for unfunded mandates. However, it is equally clear that the problems of interference and cross-subsidy can be minimized through local actions. Some districts invented ways of integrating the work of their regular and categorical program teachers, and of ensuring that students received the instruction they were entitled to, under both locally and federally funded programs.

Copies of the Rand Report may be obtained from Rand, Santa Monica, CA 90406.

Editorials

The NEWSLETTER welcomes editorials written by its readers. These editorials do not necessarily reflect the policies or viewpoints of SERN, PDU, or the Office of Special Education.

If you have an opinion or concern you'd like to share with your colleagues throughout the state, submit a 200-word statement, typed and double-spaced, to: NEWSLETTER SERN/RSC, 1150 Eastern Ave., Sacramento, CA 95825. Deadline for submissions is the first of each month.

HUMAN SERVICES: THE LEGISLATIVE REALITIES

- by Randall V. Frakes

The role of the federal government vis-a-vis human services is being re-defined and will soon undergo the most significant change of the past fifty years. This results from President Reagan's assertion that he will get the federal government out of the business of funding and regulating human services. His goal does not include the usual request for efforts to change, improve, make more efficient or modify the federal services. Concurrently, both the authority and responsibility for human services will be placed at the state and local government levels.

A comprehensive review of recent federal budget processes shows that this goal was stated early in 1981. The Congressional message was, in effect, "Cut your budget by 25% (or more); prepare to dismantle your program and plan how to transfer it, in a block grant, from federal jurisdiction to the states."

Virtually every Department responded with complete concurrence and the block grant process bloomed almost overnight. This major change in the role of the federal government was engineered and accepted as both an economic necessity and a political reality. Decisions were made without soliciting public comment. Decisions were, and still, and probably will continue to be made on the basis of national economic requirements. These requirements, unfortunately, are proving to have little direct relevance to the economic requirements of the persons who are so adversely affected.

It seems quite clear that most elected officials will not become accountable on this issue until the elections in the Fall of 1982. By that time, the President expects to have most of the block grants in place and to have reduced funding to the states by an additional 25% (at the minimum) for FY '82. It is now clear that the Administration was surprised at the speed with which Congress accepted these fiscal concepts and thus was not ready with a long-term program.

What should we conclude from all of the above and what should we do?

First, we should not agonize over that which cannot be changed and we must not spend any time perpetuating our irrelevant activities. Keep in mind the 6th dictum of 'Satchel' Paige, "Don't look back, somebody might be gaining on you."

Second, let's spend some of our time, our intelligence and our resources in taking a look at the future. Where shall we go by 1984? By 1987? by 1990? A review of the numerous comprehensive studies of services done in the past 10 years shows that we have looked at ourselves and critiqued our practices. However, little of these efforts have been devoted to forecasting.

Finally, I ask that you listen to a plea for willingness to be innovative and accept risks. Since we truly believe that the act of providing opportunities for handicapped persons is worth our greatest effort, we should not shrink from taking positive action and asserting leadership in our community.

EDITORS NOTE: Randall Frakes is the Executive Director of the San Francisco Community Rehabilitation workshop.

From the Office of Special Education

NEW STATUTE PROVIDES OPPORTUNITY FOR CREATIVE PROGRAMMING

by Lou Barber

Assembly Bill 777 (effective January 1, 1982) has been widely recognized for its many important provisions concerning educational finance. The bill, however, also contains a School-Based Program Coordination Act which has two important provisions: It:

(1) Permits a school and school district to coordinate the use of funds from eleven identified state categorical programs at a school, with increased flexibility in the use of funds.

(2) Permits a school district to request a waiver of nearly any portion of the Education Code, except those pertaining to the funding sources in Article 3.

I believe this is a significant piece of legislation for several reasons. This is the year we should all be celebrating the full implementation of a seven-year dream called the Master Plan for Special Education. Instead, our joy and realizations have been clouded by the current funding deficit for special education programs. AB 777, while not removing the deficit, does provide the opportunity to develop some creative programs of shared human and fiscal resources at the local level to serve all kids.

Another reason I think AB 777 is timely and worth consideration is that it could be the impetus to demystify some of the categorical programs, so that the child becomes the focus of education, instead of trying to fit pupils into programs.

If you would like to receive additional information about the School-Based Program Coordination Act, you should call the Quality Program Unit (916) 323-4737 or your SERN coordinator.

ASSEMBLYMAN GREENE CHALLENGES EDUCATION

In his keynote address at this January's Staff Development Conference at Asilomar Assemblyman Leroy Greene (D-6th district) challenged education to find better ways to teach the students of the 80's. Assemblyman Greene defined staff development as "the endless effort of finding a better way" to educate children. The predictions of technology and the future are now realities. Schools must determine how to insure the quality of teaching this increased quantity of information.

Green cautioned his audience to state clearly the needs of society and children and to find ways of meeting these needs. He reminded schools that they can't solve problems by saying they have been doing a good job. There is more to come and we don't have the time to look back. Green asked staff developers to convert the present goals of education into the future successes for California's children.

EDUCATIONAL CHANGE NEEDS STAFF DEVELOPMENT

In his address at the January Asilomar Conference, Chief Deputy Superintendent of Public Instruction, Donald R. McKinley stressed the need for good staff development. Speaking for Wilson Riles, Dr. McKinley stated that there can be no real change in the classroom unless there is meaningful staff development to support the change. Citing several recent changes in curriculum, he identified the ones that had lasting effect and helped children. Each of the successful innovations had strong staff development to give the new skills to teachers.

McKinley went on to declare that new issues face education in the 80's. There will be a renewed emphasis on science, mathematics, and technology. He cautioned the state legislature to include staff development in their requirements for districts and stated that staff development must be be a part of the change process if the changes for children are to occur as they should.

sern 7

PROGRAM REVIEW 1981 - 82

Special Education Local Plan Area (SELPA) program reviews have begun. Our program reviews are required by PL 94-142 and California Education Code 56600. The purpose of program review is to assist in securing the best possible education for all individuals with exceptional needs. It is the State Department of Education's intent that the program review process will:

1. Recognize program excellence (the quality of services rendered).
2. Offer positive assurance and technical assistance as indicated by the results of the review process.
3. Point out those areas in which the program may need to change to meet compliance with requirements.

SELPA reviews will use the same format as the Consolidated Application/Special Education Review process to evaluate the quality aspects.

In order to develop a resource pool of knowledgeable, well prepared reviewers, Quality Program Review trainings are being conducted throughout the state by the SERN quality program review trainers. Among other things, these trainings cover background on program review, the concept of "quality", use of the new SELPA review documents, and the process that the review follows. Individuals participating in these trainings have been nominated by their SELPA Directors, County Superintendents, etc., and are assigned to trainings by Eleanor Nelson, Consultant, State Department of Education.

The donation of time, expertise, and energy of these soon-to-be reviewers, is greatly appreciated in the cooperative effort of providing quality education for the students in California Public Schools.

For further information, contact Mary Vasquez, SERN-7, (916) 972-0665.

TEAMING: PHYSICIANS AND EDUCATORS

The final course offering of "New Directions in Care for the Handicapped" for Chapter I will be offered at Children's Hospital Medical Center of Northern California in Oakland, California. The course will include a site observation at Los Gallinas in San Rafael where the physicians will observe a specific child in both his special education and regular education mainstreamed classrooms. A question/answer period including both of the teachers will conclude the site visit. The dates for the training are Friday, February 26, and Saturday, February 27, from 8:00 a.m. to 5:00 p.m.

For additional information, call Mary Hudler, SERN-7, (916) 972-0665.

Staff Development IDEAS ?
Call SERN-7 and Share !
(916) 972-0665

PARENT SPOTLIGHT

January certainly sent us off on the right foot! We met with the Sutter County CAC on the 18th to plan for a range district-wide parent information night to be held at a pot luck on March 15, 1982. Sutter County definitely is speeding ahead in the area of parent involvement. Super job!

February 1, 1982, carries us to Yolo County where we will meet with the CAC for a planning meeting to develop an Action Plan. We know good things will develop in Yolo!

February 5 and 6 a regional CAC Conference is being held in Concord. We will be attending to see what's happening in that part of the world.

February 11, 1982, we are presenting the workshop "Making School Work for Your Child" for the Parenting Network Series "Parenting the Handicapped Child." For more information, call the SERN-7 office at (916) 972-0665.

March 10, 1982, will be another work day with Parent TECH. We are coming away with some fantastic skills to share!

Just a quick mention, we have been lucky enough to be able to schedule a Parent TECH in our region on April 27, 28, and 29. We will be contacting everyone for a commitment for those three days. It will be quite a learning experience!

WHAT"S HAPPENING IN ..... PLACER-NEVADA COUNTIES ?

SERN-7 staff met with Kay Corbin, RLA Program Administrator and Donna Cercel, Chris Hofman and Janine Swanson, Program Specialists for the PCOE. The purpose of this meeting was to discuss how SERN-7 and the RLA staff can continue to directly support each others efforts in meeting the Personnel Development needs of all educators and parents in Placer-Nevada counties.

Rocklin Elementary School District has formed a Staff Development Committee composed of teachers, administrators and support personnel in order to plan for a district wide inservice on March 8. Under the direction of Chuck Kilbourne and Judy Harder, this committee of volunteers is primarily focusing on "Communication: A Basis for Change" realizing that change encompasses more than just new curriculum or techniques. The committee plans to lay foundation for change because they also realize the best resources available to support teachers is other teachers. Refining communication processes will bring teachers closer together.

SERN-7 continues to hear good things from Placer Union High School District and Pleasant Ridge Union Elementary School District. People like Thayer Douglass, Chris Courter, Taffy Brenner, Marc Warner,Dave Aagard,Peggy Fonken and Twylla Fowler continue to support staff development activities.

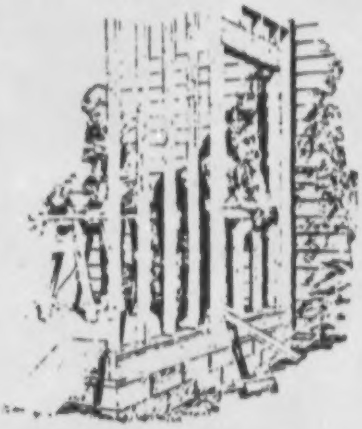
With energy and dedication, the people noted above and many, many others continue to promote professional growth through staff development activities. The payoff for their energetic efforts is better teachers and with better teachers ALL kids will learn!

sern 7

TRG NEWS

S.H. teachers in Solano County have completed Phase III-Instructional Programming in the Natural Environment-of ICSM. Four task force teams are zealously planning, fact finding and developing support in the Vacaville-Fairfield area to ensure dynamic educational programs for their students. Participants are eagerly awaiting the assessment phase of the process in which we focus on how to determine just what is critical for each of our students to learn by going to the real experts-the parents. The energy of the participants and the enthusiastic support shown by Solano County administration makes this training a real pleasure.

The Phase I training held at Vinelend School in Sacramento County was another success. Can it be that S.H. programs attract the most energetic, dedicated professionals in the field? The willingness to look critically at our own programs takes courage and a real desire to provide programs that impact the lives of both student and parents. Dates are now being set for ICSM training in the Sacramento area.



Building new ideas in education through the Individualized Critical Skills Model - CALL us at (916) 972-0665 and find out how.

SERN-7: TRG/SH MARCH TRAININGS

date: 3/1/82
title: ICSM Phase II-B
place: Sacramento County Office of Education, Room 106
time: 3:30 - 6:30 p.m.
client: staff, SH Programs, Sac. Co.

date: 3/10/82
title: ICSM Phase III-A
place: Cordova Library
time: 2:00 - 5:00 p.m.
client: staff, SH Programs, Sac. Co.

date: 3/11/82
title: ICSM Phase IV-D
place: Irene Larsen Center
time: 4:00 - 7:00 p.m.
client: staff, SH Programs, Sac. Co.

date: 3/15/82
title: ICSM Phase III-B
place: Sacramento County Office of Education, Room 106
time: 3:30 - 6:30 p.m.
client: staff, SH Programs, Sac. Co.

date: 3/18/82
title: ICSM Phase IV-E
place: Irene Larsen Center
time: 4:00 - 7:00 p.m.
client: staff, SH Programs, Solano County

date: 3/22/82
title: ICSM Phase III-C
place: Sacramento County Office of Education, Room 106
time: 3:30 - 6:30 p.m.
client: staff, SH Programs, Sac. Co.

date: 3/25/82
title: ICSM Phase IV-F
place: Irene Larsen Center
time: 4:00 - 7:00 p.m.
client: staff, SH Programs, Solano County

SERN-7 MARCH TRAININGS

date: 3/3/82
title: Handicapping Conditions: What are They?
place: Davis School District
time: to be announced
client: Special Ed. Teacher aides

date: 3/8/82
title: Communication: The Basis for Change
place: Parker Whitney School - Rocklin
time: 12:30 - 3:30 p.m.
client: District wide

date: 3/10/82
title: Consultation
place: San Juan School District
time: to be announced
client: Resource Specialists (Elem.)

date: 3/15/82
title: Parents' Roles and Responsibilities
place: Sutter County
time: to be announced
client: Parents - Sutter County

date: 3/16/82
title: Cooperative Learning
place: San Joaquin County
time: to be announced
client: Special Education Teachers

date: 3/23/82
title: Phase II, Part 2
place: Sac. City School District
John Morse School
time: All day
client: Master Trainer Teams

date: 3/25/82
title: Classroom Instruction/Behavior Management
place: Rio Linda School District
time: All day
client: Special Day Class Teachers

date: 3/30/82
title: Inservice on Inservice: Master Trainer
place: SERN Complex, Sacramento
time: All day
client: SERN-7: Open training
See enclosed flyer

date: 3/31/82
title: Arts for the Handicapped
place: Placerville
time: 2:00 - 4:00 p.m.
client: Resource Specialists and El Dorado County Office of Education Administrators

SERN-7: QUALITY PROGRAM REVIEW MARCH TRAININGS

date: 3/2/82 - 3/4/82
title: SELPA Program Review
place: Placer County Office of Education, Auburn
time: 8:00 a.m. - 5:00 p.m.
client: pre-selected participants

date: 3/16/82 - 3/18/82
title: SELPA Program Review
place: SERN Complex, Sacramento
time: 8:00 a.m. - 5:00 p.m.
client: pre-selected participants

date: 3/23/82 - 3/28/82
title: SELPA Program Review
place: SERN Complex, Sacramento
time: 8:00 a.m. - 5:00 p.m.
client: pre-selected participants

Resource Review

CONSULTANTS ON PIAGETIAN ASSESSMENT

by Judy Quan
Alameda Training Center

Here are some good resource people and organizations to keep on file.

All the listings have used aspects of the Piagetian model of assessment, the exact approach and philosophy will vary from person to person.

Dr. Hilda Carter
L.A. Unified School Dist.
Counseling & Psychological Services
1555 Norfolk St.
Los Angeles, CA 90033 (213) 625-6171

Developed the SERN training package related to this topic "Resource Manual for Nondiscriminatory Assessment."

*

Dr. Ed DeAvila
c/o Linguamentrics Group
P. O. Box 454
Corte Madera, CA (415) 655-6808

He is available for workshops (lecture time). He is also author of the Piagetian Conservation Cartoons.

*

Dr. Howard Gillis
U.C.S.F. Medical Center
501 Parnassus
San Francisco, CA 94143 (415) 666-4575

He is using the Piagetian approach as a validation of more traditional assessment.

*

Claire B. Kopp, Ph.D.
Project Reach
Univ. of Calif. Dept. of Education
L.A., CA 90024 (213) 825-2833

Dr. Kopp works with Piagetian Sensorimotor Scales in her clinic.

*

Dr. Evelyn Neufeld
San Jose State University
Washington Square
San Jose, CA 95192 (408) 277-2636

She has video tapes and lectures on the topic.

Richard Ponzio. Ph.D.
Mills College
5000 Mac Arthur Blvd.
Oakland, CA 94613 (415) 430-2118

He is quite knowledgeable about the Neo-Piagetian mode.

*

Marie Poulsen, Ph.D.
Children's Hospital of L.A.
4650 Sunset Blvd.
L.A., CA 90054 (213) 660-2450

Dr. Poulsen trains university interns in psychology and psychiatry in Piagetian tasks and method in the clinic.

*

Karen Shigezumi
Program Specialist, Santa Clara Co.
Region 3
Metzler School
1975 Cambranna Dr.
San Jose, CA 95125 (408) 237-0220

She is presently using Piagetian assessment.

*

State of California
Diagnostic School for Neurologically
Handicapped Children, So. California
4339 State University Drive
L.A., CA 90032 (213) 225-6187

They have developed the Piagetian ordinal scales and have trained their staff extensively in their use.

*

Donald Welch
L.A. Co. Sup. of Schools Office
Division of Support Services
9300 East Imperial Highway
Downey, CA 90242 (213) 922-6268

Has done inservice in the Ordinal Scales/Piaget Assessment model and transdisciplinary approach.

THE CALIFORNIA CHAPTER OF THE ASSOCIATION FOR THE SEVERELY HANDICAPPED

Many parents, educators and other service providers working with severely handicapped persons throughout the State of California have actively supported THE ASSOCIATION FOR THE SEVERELY HANDICAPPED (TASH). TASH is a national organization with over five thousand active members. TASH members advocate for the development and availability of services necessary to promote the successful habilitation of each severely handicapped person in natural school and community environments.

At this point, the general purpose of the CAL-TASH chapter as delineated by the Acting Executive Board is:

1. To advocate for the further development of quality delivery of services in least restrictive environments for severely handicapped individuals throughout California.
2. To organize and support state-wide dissemination of information pertaining to quality services for severely handicapped individuals.

If you have questions or would like to receive an application please contact:

The Association for the Severely Handicapped
7010 Roosevelt Way, N.E.
Seattle, Washington 98115
(206) 523-8446

If you have any questions regarding policy procedures of the National or California TASH chapters, please contact one of the following members:

Dr. Mary Falvey, Acting President
California State University
Los Angeles, CA
(213) 224-3698

Dr. Wayne Sailer, Ex Officio Member
TASH President
San Francisco State University
(415) 469-1306

PROCTOR AND GAMBLE
Supports Special Olympics

Last year the Special Olympics found a new friend in the Proctor & Gamble Co. In their annual late December - early January cents-off coupon mailing, they agreed to donate 5¢ for each coupon redeemed up to a total of $500,000. Their promotion went so well that Special Olympics received a check for half a millon dollars!

Eunice Kennedy Shriver recently wrote SERN 5 to ask their help in promoting the success of Proctor and Gamble's campaign for the Special Olympics in 1982. She asked that we promote the use of these coupons. This would help expand the number of Special Olympics' friends and supporters so that we can serve many more individuals with mental retardation. Further, she pointed out that 75% of each contribution from California is allocated for this state's program. Proctor and Gamble will also give $50,000 to the states which do the best job in support of this promotion.

To make contributions or ask for further information, write to: Special Olympics, P. O. Box 14181, Washington, D.C. 20044.

Resource Review

PROGRAM SPECIALISTS REVEALED

This fall a study was completed for the State Department of Education entitled, "Role Delineation of the Program Specialist in the California Master Plan for Special Education." The study was conducted by Maurine Ballard-Campbell, U.C. Santa Barbara. Below are highlights of the results in this preliminary report of the study.

Program Specialists:

- 74% are female
- 13% are bilingual
- Nearly half have no supervisory responsibility
- 56% serve only one district
- They hold a variety of regular and special education credentials
- They average 134 miles per week in job related travel
- 39% have Masters degrees
- 49% believe they have major responsibilities for overall management of the student's case from referral through placement and review of progress
- 55% have major responsibility for coordination, consultation, and/or program development in the LH area; 19% for CH; 10% for PH; and 18% for SH programs
- Program Specialists have contact with an average of 31 handicapped students, 6 Resource Specialists, 7 parents, 6 DIS instructors, 5 principals, 4 regular teachers, 6 school psychologists, and 8 special class teachers during a typical week
- Program Specialists spend most of their time in placement, student review, instructional planning and staff development activities
- 90% engage in developing I.E.P.s one to two days per week
- Over half of the Program Specialists feel they should be spending more time in ongoing consultation with teachers, in modifying regular education programs for ineligible students, in working with other personnel to develop and implement innovative programs, and in research activities
- 54% are at least quite satisfied with their work
- While 27% are satisfied with the current definition of the role and responsibilities, 44% would make changes in the Program Specialist's role. Most significant changes would include increased authority and better definition of responsibilities .

SERN Highlights

SYSTEMIZED INFORMATION EXCHANGE FOR STAFF DEVELOPERS

by SERN 6

What's the best way for staff development coordinators to share information, problems and solutions? SERN 6 found one answer. Each month, the SERN staff invites staff development coordinators throughout the SERN 6 area to a meeting. At this monthly meeting, SERN 6 staff and staff development coordinators discuss items of mutual interest, which may include comprehensive planning, best practices for inservice, resources for regular education inservice, inservice evaluation, etc. These meetings have become not only an excellent opportunity to share information, but also to determine staff development needs and schedule future SERN services.

For the convenience of those attending. location of the meeting varies each month. This gives the staff developers from the different districts and consortiums a chance to visit other facilities.

SERN Highlights

TRAINING AND RESOURCE GROUP

Training and Resource Group (TRG) is a state-wide special center funded by a grant through the California Department of Education. Office of Special Education, Personnel Development Unit. The central office is housed with the Assessment Training Center and the Parent TECH Center under the jurisdiction of the Alameda Unified School District. TRG provides inservice training and resource assistance relating to the education of students with severe handicapping conditions.

There are five educational specialists available to provide the training options. The educational specialists have offices in regional SERN's but are available to other SERN's for resource assistance and inservice training.

Gayle Day from SERN 1 is an experienced teacher of severely handicapped students. She has particular expertise in working with severely handicapped students in a general education school site.

Steve Zivolich from SERN 3 is an experienced teacher and program specialist in the area of education for the severely handicapped. He has particular interests in vocational education and behavior management.

Jerry Ford from SERN 5 is an experienced teacher of severely handicapped students. He has additional expertise in teaching students with hearing handicaps.

Donna Yergensen from SERN 6 is an experienced teacher and program specialist in programs for students with severe handicaps. She also has worked in parent education programs for parents of exceptional children.

Tom Neary from SERN 7 has taught in a variety of programs for students with severe handicaps and has been a site administrator. He has a special interest in developing vocational programs for exceptional students.

TRG has developed a new training model-the Individualized Critical Skills Model (ICSM). The ICSM is a functional skills based model that focuses on the critical skills that students will need to participate as independently as possible in both their present and future environments. The ICSM stresses the importance of teaching these critical skills in the natural environment at the natural time of occurence. The ICSM training occurs in six phases over 21 weeks. A network of demonstration classroom sites is available to trainers.

PACE (Providing Alternatives in Career Education) is also part of TRG. Bill Rosenberg is the educational specialist working on this specially funded project. PACE is developing vocational training for personnel working with students with severe handicaps.

The focus of PACE is to consider the critical vocational skills students will need to participate in their future environments and to develop an overall school program which includes vocational training.

For further information on Training and Resource Group trainings or resource assistance please contact your regional SERN office or the TRG office:

400 Grand Street, Complex C
Alameda, CA 94501
(415) 521-4411

SERN Highlights

"COACHING" FOR EDUCATORS"

by Steven C. Street
SERN 7

How many times have you come back from a workshop jazzed about a new skill or idea, tried what you learned back at your own school setting, and bombed? Don't feel alone. Studies show that this happens to at least 85-90% of all educators returning from an inservice. So, that means only 5-15% effectively transfer learned skills back to the school setting.

What's the answer? According to Dr. Bruce Joyce, "Coaching" might be one answer. Dr. Joyce loosely defines "coaching" as educator talking to educator about the techniques that work and don't work. This discussion is more than lunchroom chatting; it is concentrating on a specific topic, problem, and solution. Hand in hand with the discussion would go direct support of each other in the classroom.

Dr. Joyce suggests that educators from the school attend inservices in pairs. When they return to their school sites all fired up about the ideas on techniques taught at the inservices, they can reinforce each other through coaching.

The administrator can play a key role in facilitating learning transference for the educator, either directly through "coaching" or by facilitating "coaching." The key for the administrator is recognizing teacher temperaments. Joyce lists five different temperaments.

The first would be "omnivores" - those teachers who devour any and everything that they can lay their hands on to improve the learning environment within their classroom.

Next are the "active consumers" - those teachers who will do an outstanding job when they are specifically asked to do something. Both omnivores and active consumers are self starters and can always be counted on to keep things going.

The third group of teachers - "the passive consumers" - are those teachers who need to be pushed and prodded by administrators and peers in order to get them moving. They usually moan and groan about everything but will eventually get the job done.

The next group Joyce describes is known as the "retrenchment group" - these are the teachers who chip away at other teachers making snide remarks such as "isn't that nice, she learned that at last week's inservice - how cute." This type of teacher is usually the first person on the faculty to announce, "I'm the best we've got in our school" and probably can't teach a lick. These teachers will go out of their way to destroy any new ideas and for sure anything that is working for another teacher.

The last group, those teachers who have checked out, the "withdrawers" - are simply there to draw a pay check and that's it!

Dr. Joyce sees the administrator as recognizing and accepting each teacher at the appropriate temperament and managing accordingly.

Naturally, the bottom line for educators is the learning that happens in the classroom. Joyce suggests that students in the classroom may respond in a similar fashion as the teachers. So, educators, think about your temperament and "coaching" when you want learning transference to happen in the classroom

Statewide Events

February 18-19, 1982

"Teachers, Kids and Chronic illness"

FOCUS: Inservice education conference dealing with update on chronic illnesses like epilepsy, diabetes, asthma, sickle cell anemia, nephritis, and cystic fibrosis.

LOCATION: San Diego, Vacation Village Resort

CONTACT: Susan Westaby
Office of Special Education
(916) 323-4784

February 26-28, 1982

First Annual California Vocational Special Needs Conference

FOCUS: Education, Training & Employment of vocational students with economic or academic disadvantages, with handicaps, and with limited English proficiency. The Conference is a joint project of the Calif. State University and Colleges Foundation and the Calif. State Department of Education's Vocational Education Support Services Section.

LOCATION: Sheraton Plaza La Reina Hotel
6101 W. Century Boulevard
Los Angeles, CA

CONTACT: Diana Durham
Cal State, Los Angeles
427 S. Westminister
Los Angeles, CA 90020
(213) 739-1516

March 10-13, 1982

California Speech, Language, Hearing Association.

LOCATION: Double Tree Inn
Monterey, CA

CONTACT: Robert H. Powell
2631 Capitol Avenue
Sacramento, CA 95816
(916) 442-4544

March 19-21, 1982

23rd Annual Conference of the California Transcribers and Educators of the Visually Handicapped

LOCATION: Sheraton Plaza La Reina
Los Angeles

CONTACT: Jane O'Connor
Braille Institute
741 North Vermont
Los Angeles, CA 90029
(213) 663-1111

March 26-27, 1982

Individualized Instruction Association

CONTACT: Jack Hagthrop
Morrison School
13510 S. Midstone Avenue
Norwalk, California 90560
(213) 868-9878

April 16 & 17, 1982

Program Specialist State Conference

FOCUS: Survival for the 80's. The Call for Papers deadline is early February. Presentations are not limited to Program Specialists.

LOCATION: El Rancho Racquet Resort
1029 West Capitol Avenue
West Sacramento, CA 95691

CONTACT: Anne Gant
Program Specialist
Sacramento City Unified Schools
1901 - 60th Avenue
Sacramento, CA 95822
(916) 454-8260

The CASE for Special Education

Special Education District Advisory Committee — SMUSD

Vol. 3, No. 2

Mary Ann Duganne
Editor

Winter 1981

Parent Opportunity to Participate in Review of Special Education Services

The California State Department of Education, in cooperation with each local school district, plans and holds periodic reviews of Special Education Programs. The review of the Santa Monica-Malibu Schools is planned for Tuesday, January 20 through Friday, January 23, 1981.

Since these reviews usually included visits to about half the District's Schools each year, we felt it would be appropriate to invite any interested parents to participate at the local school, district meeting or both.

The schools that will be visited this year are Madison, Grant, Franklin on Tuesday, January 20; Edison, McKinley, Lincoln, Washington-East on Wednesday, January 21; Cabrillo, Muir and Samohi on Thursday, January 22. Any parent wishing to share ideas or suggestions on positive aspects of the program or ways we might improve services should plan to visit the above local schools on the days noted. Please call the school for exact time of Parent input session.

An evening meeting is also planned for interested parents whose children attend schools not being visited or that cannot attend their local school at the above hours. The evening meeting will be part of a Special

(continued on page 2)

CAC Conference - Focus on Communication

Together in Education" was the theme of the annual Special Education CAC Conference, sponsored by the State Department of Education. It was held in Sacramento in October and Santa Monica/Malibu was represented by Dale Dutton, Carol Yusem, Diane Arnold, Pat Blumenthal and Mary Ann Duganne.

Federal Legislation and the California Master Plan for Special Education provides for the education of Handicapped Children.

Well know, nothing in the world is perfect. Even the best designed legislation, the highest qualified professional and most informed parents can come together and have problems. We have a common goal. — But we may all be coming from different directions. How we communicate about our resources, strengths and needs may determine how the problem is solved.

We don't have to communicate openly and positively to use the system. That is not mandated in the legislation. But we always communicate something; so why not communicate in a manner that is open and positive, that will build an atmosphere of

(continued on page 8)

From the Superintendent

One of the major goals of the American system of public education is to provide for the individual needs of every child whom it serves. Public education has a moral and legal responsibility to accept all children as they are, to work with them at their own levels and help them to go as far as they can. Perhaps no other aspect of public education personifies this commitment to the individual child as much as special education programs.

The Santa Monica-Malibu Unified School District's Special Education Program is recognized as being one of the best in the state. It is one of the best because its policies, programs and activities are developed and evaluated cooperatively by parents, teachers and administrators. Special education works so well in our district because the program is designed to involve at every level all the people who care about and are responsible for the 1,300 children it serves.

In these times of financial crisis for California's public schools each of us must continue to remind our elected officials that special education programs are true success stories for our public schools and are indeed "special" for hundreds of thousands of young people and their families across this nation.

Special Meeting of the District Advisory Committee

The next meeting of the District Advisory Committee will be held on TUESDAY, JANUARY 20, 1981.

This special date was chosen to coincide with the State Review of our District's Special Education Program. We will host the State Review Team at this meeting. All people in the Santa Monica community who have an interest in Special Education are invited and encouraged to attend.

Parent Opportunity in Review

(continued from page 1)

Education District Advisory Committee Meeting, on Tuesday, January 20, 1980, from 7:30 - 10:00 p.m., at the Board of Education, 1723 4th Street, Santa Monica, California. Refreshments and child care will be available.

Editorial

Special Education has come a long way. At one time, in the not too distrant past, parents were told that there were no programs in the public school for children who were handicapped. They were advised to keep them home and love them, or try to find a private school, or place them in a state hospital. In a relatively short time the awareness of our coutry has risen so that now children's and parents' rights are guaranteed by Federal and State Laws. Highly qualified teachers address our children's needs. Speech therapy, physical and occupational therapy, mobility training, vocational training, transportation and many other services are provided by the school to help our children succeed in life.

How many of us have looked beyond these special programs? How many of us are aware of other programs at our own school site, or in our community? Some of these are programs are tailored to meet the special needs of children with handicaps, others are offered to all children. Some are free and some have fees.

It is up to us, as parents to investigate the appropriateness of the programs for our child, to perhaps find means of payment, or to share in the transportation.

The article following this editorial, will give a listing of some of these to help in the initial search. Hopefully, with your help, the next issues of CASE can add to this list.

Recreation and Childcare Programs

Santa Monica Recreation and Parks

Sports, music, dance, arts and crafts plus special events will be offered to special education students (8 years and older) on Tuesdays and Thursdays after school at the Santa Monica Marine Park.

Marine Park is located at 16th and Marine Streets. There is no fee. For more information, call Linda Calderon at 393-0462.

Santa Monica Recreation and Parks

Lincoln Pool is open for family swimming, Monday through Thursday from 6:30-8:00 p.m. It is asked that an adult accompany young children. Fees are $1.00 for adults, .25c for children and .50c for students over 13 years with an I.D. CARD.

The pool is located at 16th Street and California Avenue. For more information call 393-0462.

School District and Recreation and Parks

A joint project of the School District, the Department of Parks and Recreation, and parents is being explored to establish a twice a month program for 15 years old and older students in special education. It would consist of small group excursions in the afternoon and early evening, for dining, recreation, marketing, etc. It could include outings in the community that would provide practical experience for daily living. Parents who are interested, and who have ideas to contribute, please call Dr. Frank Taylor at Board of Education Office, Santa Monica/Malibu Unified School, 393-2785, Ext. 388.

Santa Monica Parks and Recreation

Offering an afternoon program at all Santa Monica District elementary schools from 3:00-5:00 p.m. Monday through Friday. If you are interested, or want more information, contact your school principal or Teri Emerson at 394-4282.

Voluntary Integration Choice for Children Extended Day Care

Extended Day Care is a quality, low-cost child care program operated by the Santa Monica/Malibu Unified School District. It is one of the many choices that are available to parents and children as part of the District's voluntary integration plan.

The centers are located at Edison, Franklin and Roosevelt Elementary Schools, and are open from 7:00 to 9:00 a.m. and 2:00 to 6:00 p.m. Monday through Friday. Each child enrolled in the Extended Day Care program attends classes at the same school.

Student enrollment in each of the centers is based on guidelines for improving racial and ethnic balance.

If you are interested in this program for your child in special education, contact your local principal or call 399-0216.

Broadway Gymnastics

Offers an after school program that provides the teaching of gymnastics to children who have handicaps. In an integrated settings, children engage in sessions on the trampoline, mats and balance beams. It gives them a new found experience in body movement, physical coordination and self-expression.

The gym is located at 414 Broadway in Santa Monica. For more information and the fee schedule, call 394-6090.

Venice Municipal Swimming Pool

The Department of Parks and Recreation offes adaptive aquatics to handicapped youngsters. Each child has a private half-hour lesson on Saturday mornings. There is a fee of $5.00 for a set of four lessons. Los Angeles City Residency is not a requirement. The pool is locatd at 2490 Walgrove Avenue on the Venice High School Campus. For more information call 398-2497.

(continued on page 7)

SPEECH AND LANGUAGE SERVICES

By Sue Stanley

Today the mere act of talking is not enough. We need to talk well. Our present day society places a high premium on ease, fluency and intellibility of speech.

But in spite of the increasing appreciation of the value of good speech, the largest group of handicapped children in this country are those with: speech difficulties. Research reveals that more school age children have handicaps that are communication difficulties than any other area of exceptionality.

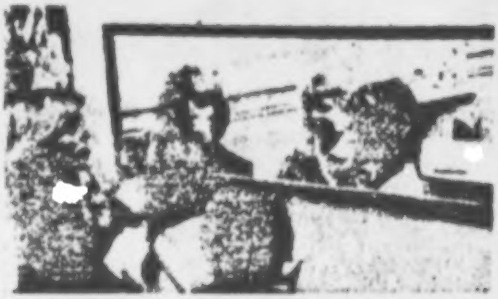
The public school language and speech program has attempted to solve the problems of the speech handicapped. Ninety percent of all corrective speech work done in the United States today is done in the public schools.

An individual's speech is defective if more attention is paid to how he speaks than to what he says.

If attention to a significant degree is distracted from the communication to the individual's communicative effort, then his speech may be considered defective.

There is no single cause of speech problems. Generally speaking, the largest single cause of these problems is faulty learning. Speech is an acquired skill, and is more difficult to learn than playing the piano, typing, etc. In the process of learning to speak some children establish incorrect habits which become a part of their speech pattern. These incorrect habits may be acquired as a result of failure to hear correctly, inaccurate imitation of what is heard, imitation of a poor speech model, or difficulty processing what is said. Unless a child has ample opportunity to hear and imitate good speech there is a chance that his speech will interfere with his ability to communicate with others.

Some problems are caused by other involvements such as cleft-palate, cerebral palsy, paralysis, emotional disturbances and so on.



The major types of speech disorders are:

1. Language disfunction (delayed speech aphasia).
2. Defects of articulation (sound production).
3. Defects of phonation (voric disorders).
4. Defects of rate and rhythm (stuttering and cluttering).

The 8½ Speech Specialists in the Santa Monica/Malibu Unified School District are currently helping more then 400 boys and girls improve their speech and language skills. They see these students on a regular basis, usually twice a week. Some students leave their classroom and go to the "Speech Room" for small group (from 2-4 students) instruction. Other students may receive Language and Speech in a corner of their classroom. Sessions vary in length from 20 to 30 minutes. Specific exercises, drills, games, and interesting activities are utilized to encourage and correct language and speech problems.

(continued next page)

The typical Speech Specialist in the Santa Monica/Malibu Schools is responsible for screening and helping the students in two elementary schools. She/he evuluates all students referred for Special Education at the local school and also serves on the School Appraisal Team. In addition, the Language and Speech Specialist provides in-service training for classroom teachers and help with students at the secondary level that have specific speech problems. Generally speaking, the Speech Specialist will be seeing anywhere from 45 to 55 students bi-weekly.

This is one more of the services provided the students in the Santa Monica/Malibu Unified School District under S.B. 1870 and P.L. 94-142. Services that help children lead normal, productive lives as contributing members in our Community.

Kids Helping Kids

Regular Education and Special Education are not two different worlds, but two different facets of one Department of Education. The programs they provide are designed to meet the varying needs and abilities of all children.

With a little help - special help - many children who have difficulties in certain areas could learn more easily, participate in regular school functions and gain confidence in themselves.

In the Santa Monica/Malibu Unified School District we not only have some of the finest teachers and administrators, but we have students who care about other students. As an example of what is happening throughout the District, let's look at McKinley and Grant Elementary Schools.

At McKinley, Michele Reed and Sheri Adams, 6th graders in Mr. Roeb's class, each spend 15 minutes a day tutoring in Mrs. Scopp's Special Day Class. From 9:15 to 9:30 Sheri helps a small group of children with counting, math and color recognition. From 11:00 to 11:15 Michelle is usually assigned to a group doing oral language. She helps them with motion games and songs. Both girls help Mrs. Scopp with preparation of materials.

At Grant Elementary School, David Lee and Sean Pleas of Mr. Washington's 6th grade class spend 20 minutes of their lunch break every day with two younger student from Special Day Classes. These younger boys are not able to eat without assistance. David and Sean are not only helpers, but friends. Mr. Washington said the majority of his class volunteered but that David and Sean wanted to get involved more than anyone else.

It would seem that these 6th graders might have ideas to be teachers or therapists. No . . . Michelle and Sheri want to be *actresses* and David and Sea are interested in football.

Adults many times have only to sit back and watch to learn from their children.

Results of Parent Survey

As most of you are aware, last spring your District Advisory Committee developed a questionnaire on parental awareness and feelings toward the School Appraisal Team/Educational Assessment Service (SAT/EAS) meetings. The questionnaire was mailed on two separate occasions to all parents of students in Special Education in Santa Monica and Malibu. Two hundred twenty-three (223) questionnaires were returned. These questionnaires were tabulated and the following is a summary of the results:

School Appraisal Team/Educational Assessment Service Team Meetings

(1) The majority of parents returning qustionnaires had attended more than one meeting
(2) 67% of those responding knew what to expect from the meeting
(3) 57% of those responding knew what was expected of them at the meeting
(4) 86% felt that those present contributed to the team process
(5) 64% felt that there were no other persons they would like to have present at the meeting
(6) 78% felt they understood the test and observation results presented
(7) 84% felt they had adequate time and opportunity to share their observations and feelings about their child's present levels of performance
(8) 83% reported being asked for their goals for their child
(9) 85% reported understanding how their child's goals were developed
(10) 83% reported understanding the priorities established
(11) 53% of the respondents indicated that several program options were discussed
(12) 82% of the responding parents felt they contributed to the final decision
(13) 65% reported being aware of how their child's progress toward the stated goals and objectives would be monitoried
(14) 83% felt they were comfortable and knowledgeable discussing their child's special education program
(15) 65% felt they were satisfactorily involved with their child's special education program, teachers, counselors and administrators
(16) 85% reported that they had a copy of their child's current Individual Education Plan (IEP)
(17) 66% felt they understood their rights of appeal and the procedure to follow.

Special Education District Advisory Committee

(1) 78% reported not having attended a meeting of the District Advisory Committee for Special Education.
(2) 77% of those responding indicated that they would like more information about the District Advisory Committee and its function and goals.

From Dale Dutton, Chairman, DAC

Following the successful questionnaire and workshop for parents last Spring, your committee has undertaken the task of developing a guide for parents entering the World of Special Education for the first time. We will be preparing materials to help explain unfamiliar terms, processes, and time-lines during the next few weeks. We hope to provide these materials in draft form to parents notified of assessment needs by January, and have packages of prepared program materials available by Spring.

These packages will form the beginning of an orientation and organization which will allow greater parent participation and effectiveness in planning of each student's Individual Education Plan.

The committee working on this project includes Diane Arnold, Jim Dyrden, Stephen Young, Carol Yusim and Dale Dutton. Any, and all, suggestions will be welcomed. Please let us hear from you!

Changes in the State Law surrounding Master Plan Implementation as it will affect Santa Monica/Malibu are generally procedural. One immediate need is the reorganization of our Community Advisory Committee to improve parent representation from each school.

We must now have specific members representing various interests and school sites. Our membership must be staggered in term length and must be submitted to the School Board for approval/appointment.

A partial list of prospective members is shown. As you can see, there exists a mechanism to include virtually anyone who would like to serve. We will be doing the paperwork necessary to revise our bylaws to accommodate this committee structure between now and January. Now is the time to step forward and express your interest by joining us. There are many new responsibilities for our committee under the new laws — there are many new ways to serve our children. GET INVOLVED! Call us today.

Advisory Committee Membership

Cabrillo	Elaine Lasseff
Webster	
Roosevelt	
Madison	
Franklin	Tom Freeman
McKinely	Jim & Barbara Dryden
Edison	Annette Schmidt
Grant	Steve Young
Rogers	Susan & Jeff Anderson
Muir	Carol Frijmersum
Malibu Park	
Lincoln	Leslie Roth
Adams	Mary Alice Smith
Santa Monica HS	Ester Orr
Washington	
Parents at Large	Carmela Saccianoce Terri Ford Dale Dutton Diane Arnold Carol Yusim Pat Blumenthal Gretchen Young Sharon Gallimore
Staff:	Bonnie Kramer — Resource Specialist Rob Stillwell — Special Day/DIS Karen Clark — Psychologist Nina Alexander — Vocational Ed. Rotation — Nurse
Local Agencies:	CCS — Tomi Maedo Chamber of Commerce — Florence Cardine SMCC — Judy Steiger SMCC — Sandy Burnett Parks & Recreation — Linda Calderon Private Schools — Susan Kasimow Regional Center (Western) — Mary Ann Duganne PTA — Libby Sparks, Nadene Mettler, Madelina White Pre-School — Franci Baily

Extra Cirricular Programs

(continued from page 3)

Family Services of Santa Monica

A good resource for any family. Counseling by a professional staff is available on a sliding fee scale for families who have problems or who wish to improve the quality of their family life.

Their Child Care Information and Referral Program is a free service which maintains files on family day care homes, nursery schools, in-home sitters, after school clubs and programs — virtually any child-related information.

They also administer a child care vendor payment program which helps low income families pay child care costs.

For more information, call 395-3605 or 395-0448.

CAC Conference (continued from page 2)
mutual respect so that the children can be helped in the best ways.

In order to work toward this goal of positive communication, the 300 conference participants broke up into 9 groups for a 3-hour communication skills workshop. The groups were parents and professionals who together explored "open" and "closed" communication. They brainstormed, role-played, shared feelings and ideas and reached for answers to problems.

The second day of the conference was divided into workshops and focused around the role and responsibilities of local CACs.

The Annual Conference has grown in its three years from 50 participants to almost 300 this year. The reason? Master Plan for Special Education has come of age. From its beginning in 1974 with 10 districts, Master Plan is now being implemented throughout the State as a result of Senate Bill 1870.

A major component of the Master Plan is the Community Advisory Committee. A majority of the members must be parents. Many parents are new at this process of working with and sharing ideas with school administrators and educators. By supporting this CAC Statewide Conference with its theme, "Together in Education" the State Department of Education has shown its confidence in the growing role of parents in the education of their children.

How can the Special Education District Advisory Program help you? If you have a question or are concerned — Call . . .

Parent Contacts

Carol Yusim	454-1122
Dale Dutton	395-4896
Diane Arnold	828-4153
Mary Ann Duganne Glicksman	396-3301

District Contact

Frank Taylor, SMUSD	393-2785

1723 4th Street
Santa Monica, CA 90401

BOARD OF EDUCATION
James Bambrick
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Ilona Katz
Colin C. Petrie
Ann Stumpus
Dr. George L. Caldwell, Superintendent

An Apology is due Editor Ullman for omitting her by-line on "Focus On Olympics" in the previous issue of CASE.

The role of the District Advisory Committee is to help you and the District Staff work together to provide the best programs possible for all of our children. YOU CAN HELP BY BEING INFORMED.

PLEASE — If you would like to be on our regular mailing list for this newsletter, and for other information, such as meeting dates and special activities, all you have to do is complete the form below.

- -

YES, I WANT TO BE ON THE MAILING LIST FOR NEWSLETTERS AND OTHER NEWS ABOUT SPECIAL EDUCATION IN THE DISTRICT.

Name

Address

City Zip Code

Please return to: Dale L. Dutton P.O. Box 49322, Los Angeles, CA 90049

Publicity Tips

Publicity Tips

READ ALL ABOUT IT

SCHOOL

Telling education's story, like any attempt to influence public opinion, is a slow process, although worth the effort.

By communicating honestly with the community on an on-going basis, an atmosphere of trust can be established that is in the best interest of students, educators, and the community.

This brochure has been designed to give the educator, who also wears the Communication Specialist's hat, guidelines and tips to successfully communicate through the mass media.

What is News?

Determining what is newsworthy in your community is, in part, a matter of perspective. From the educator's or school administrator's viewpoint, many events may seem insignificant. These same events may be critically important to the local news media, parents, and taxpayers.

At other times, the opposite will be true. Occurrences that are of paramount importance within the education community will receive little more than a nod from the reading public.

Keep in mind the elements of news: IMPACT, HUMAN INTEREST, TIMELINESS, BROAD APPEAL, and ACCURACY.

Give newspapers, television, and radio personnel as much advance notice of your news story as possible. Take time for personal contact with media personnel. Get to know them as well as you can, and be accessible to them — keeping in mind their deadlines and responsibility to the public.

Mechanics of a Press Release

1. Use 8½" x 11" white paper.

2. Double space your copy.

3. Indent paragraphs at least five spaces.

4. The writer should identify himself somewhere on the release so editors can call if further information is desired, as shown below:

   FROM: James Duke
   Superintendent
   Lincoln School District
   1242 Main Street
   Hometown, California 93861
   (869) 331-7560

   FOR IMMEDIATE RELEASE: (Or the appropriate date for release).

5. Do not write headlines for your release. The copy editor will do this at the newspaper.

6. If you must go to a second page, write the word 'MORE' at the bottom of the first page.

7. In the left hand corner of the second page, put a heading identifying the story and a page number.

8. At the end of the press release put ### or -30- indicating the end of the release.

> If you want to start your publicity career slowly you may wish to prepare a fact outline rather than finished copy. Simply type your who, what, where, when and why facts, double spaced.
>
> When your publicity appears in print, study it. Soon you will find yourself confident of your ability to organize facts and write your own releases.

Photography

If a newspaper cannot send its own photographer, you may wish to submit a photograph.

There is usually someone in your organization who is a good photographer.

You may wish to maintain a photography file you can draw from when you quickly need a picture.

Some tips concerning photographs include:

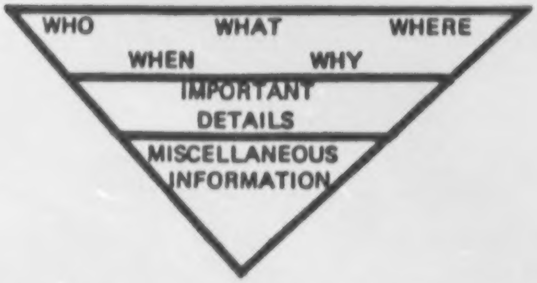
- Only black and white photographs are acceptable.
- Photos should be properly composed, with preferably no more than three to five people tightly clustered. The photo should depict some action.
- 8" x 10" glossies are preferred by most print media, while television prefers a matte finish. (Colored slides are best for television).
- Never ask to have the photos returned.
- If you are sending photographs to more than one newspaper, it is best you send different pictures.
- On the back of photos identify people left to right. Other information (captions) can also be included. Keep it brief.
- Don't attach caption information with a paper clip or write on the back. Paste the information on with rubber cement or Scotch tape.
- When you send a photograph, send it in an envelope with stiffeners.
- The photograph should tell a story.
- Don't send fuzzy, too dark, scratched or spotted prints.
- Take "close-up" shots.

READ ALL ABOUT IT

Writing a Press Release

A general rule of thumb in writing a press release is to provide the WHO, WHAT, WHEN, WHY, and HOW in the lead sentence.

Next comes the details of your story, beginning with the most important. Each succeeding paragraph should be declining in importance, creating what is called an "inverted pyramid" graphically shown below.



Other things to remember when writing a press release include:

- Using short, common words; short sentences; short paragraphs.
- Being honest and accurate. Give exact details.
- Never talk "off the record" with the press.
- Keeping most releases to one page.
- Don't use adjectives and unnecessary words like "the", "a", and "an".
- Spelling out numbers from one to ten and using numerals from 11 and up.
- Don't follow your release with a call to an editor to ask why your story never ran or why it was re-written. If you experience continual bad luck in getting in print, perhaps a personal visit to find out what you're doing wrong is in order.
- Radio stations often have their own preferences on handling news items. Take time to discuss their needs with the news editor. A little extra effort made to accommodate their news style can be worth a great deal in making your PR campaign succeed.
- Hand-deliver releases whenever possible.
- Treat all media outlets as equal. Playing favorites with the news media often has a way of backfiring.
- Be as concise as possible, but leave nothing out. Editors can always strike out what they don't need, but it is time consuming for both them and you to call for additional

Broadcast Public Service Programming

Non-profit organizations have access to the airwaves to promote their services because radio and television stations are required by the Federal Communications Commission to operate in the "public interest, convenience, and necessity". There is fierce competition for public service airtime but by becoming familiar with the possibilities and presenting subjects of widespread interest in the proper program format, you can gain excellent exposure for your organization.

PUBLIC SERVICE ANNOUNCEMENTS

Public service announcements (PSA's) are usually 10, 20 and 30 seconds in length announcing an event or brief statement about an organization.

It is best to submit your PSA's at least two weeks in advance prior to the date the spot is to be aired.

Television PSA's are best used with a slide — perhaps of your organization's logo.

Make your PSA narrative in style and answer the who, what, where, when and why. Repeat important facts twice within your message.

COMMUNITY AFFAIRS PROGRAMMING

Many radio and television stations also have community affairs programming. Find out what type of community affair shows your local broadcast stations produce. They may produce "Free Speech Messages", "Community Calendars", and Public Affairs programming such as interview, personal narrative or opinion shows.

The best way to get acquainted with your local stations is to listen to them.

Stations offer a variety of formats designed to reach different audiences.

Listen to the public service announcements and the various public affairs problems. Your best "classroom" is right at your fingertips — your radio or TV dials.

Dean Hall, Superintendent
Tulare County Department of Education
Education Building, County Civic Center
Visalia, California 93277

Accentuate the Positive

USING REPORTS ON RADIO

You'll probably agree that most of the news about public schools that you hear and read isn't always what a good PR department would like to hear or read.

One way to offset that type of publicity is by initiating a series of radio public service announcements telling about the positive things occurring in your school district.

The project won't take an excessive amount of time or equipment and the benefits will far exceed the amount of time you put into the production of the spots.

PUBLIC SERVICE ANNOUNCEMENTS

These are periods of time set aside by radio stations to meet requirements of the Federal Communications Commission (FCC). All stations have an obligation to program public service material. Public service announcements are available to non-profit groups and organizations. The announcements are generally 30 or 60 seconds in length. These announcements are called PSAs or spots by the radio stations.

FORMAT

The 60-second time period is really required if you are going to produce full-fledged interview spots. The 30-second spots can be used if you want to use the time period for strictly informational messages.

In Topeka, we produce a package of 10 spots, 60 seconds in length, every two weeks. The 10 spots cover three subjects. There are four spots on one topic and three on each of two other topics.

The number of programs in each of your packages and the length of time your series runs will depend upon the time you have to produce the material, what the radio stations want, and the number of topics you can come up with. Your time will probably be the key factor in determining the number and frequency of the reports.

PURPOSE

The radio spots are best used if they direct attention to the good feature-type news about classroom activities and school programs.

The likely topics would be things that won't make "front page" news. The media will usually concentrate their coverage on "hard" news -- things like the budget, desegregation, declining enrollment, etc. These reports let people know that education news isn't all gloom and doom. Also the 60-second restriction doesn't lend itself to covering in-depth or complex topics.

The whole idea behind the programs is to create a positive image of your schools and let people see the innovative, exciting and interesting things that happen every day.

BENEFITS

Radio spots offer the chance to give some publicity to teachers who feel neglected and schools and programs that are overlooked. Sometimes programs that have been around for a while are considered "run of the mill" by those who deal with them on a regular basis. Don't forget, however, that there are new residents and many school patrons who have never heard of some of these ongoing programs. Radio can help create new interest.

The reports can also focus needed and deserved attention on the positive contributions teachers make. The attention can boost morale by making teachers feel more appreciated.

TOPICS

Most classroom activities and curriculum-oriented programs are worthy of radio spots. Topics we've covered in Topeka include the district's volunteer program, a Chinese New Year celebration, nutrition education, pottery projects, and much more.

It's best to keep the subject matter undated since PSAs don't run on a prescribed schedule.

BROADCAST TIMES

As was just mentioned, PSAs usually don't run on a schedule. This is really a benefit, even though you'll have participants asking exactly when they can hear their interview.

The result of having the programs aired at different times each day is that the audience will be much larger than if the spots were played at the same time each day.

AUDIENCE

Gear the spots toward the 25+ age group. These are the people who probably have children in school. This group's members are also the community's taxpayers. They like to know what their tax dollars are being used for.

Don't forget to include the stations that cater to kids on your target list. Chances are, if the kids have the radio on, mom and dad will be listening, too (whether they want to or not!).

REMEMBER

If the district's radio spots emphasize the positive things happening in the schools, the overall image of the district will benefit.

The reports should focus attention and publicity on worthwhile classroom activities that don't receive much coverage since they aren't suitable for "hard" news coverage.

"Unappreciated" teachers and "neglected" schools will receive recognition and attention due them.

SUGGESTIONS

When doing the interviews make sure that your microphone is close enough to the subject's mouth so that he/she can be heard. Also, holding the mike close alleviates the "tin can" sound that goes along with holding the mike too far away.

Make sure your guest feels comfortable. The interview will sound much better if the guest (and interviewer!) are at ease.

Avoid "rehearsing" the interview. It will sound contrived if you do. You can always start again if the person blanks or doesn't understand the question.

When selecting the tape excerpt you will use, consider the guest. Don't select a cut that will make him/her look silly.

Mail a copy of the completed script to the participants and their principals or supervisors.

Keep a master set of scripts and a master tape of all programs aired.

radio reports

FROM TOPEKA PUBLIC SCHOOLS

Series #16...September 30-October 20, 1979
Spot #4...Mike Waters and Barbara Grist on pottery

HERE'S A RADIO REPORT FROM TOPEKA PUBLIC SCHOOLS....

THIRD AND FOURTH GRADERS FROM QUINTON HEIGHTS ELEMENTARY WERE ABLE TO SHAPE POTS FROM CLAY AND THEN FINISH THE CREATIONS IN A PRIMITIVE FIRE PIT. FOURTH GRADE STUDENT MIKE WATERS TELLS WHAT HAPPENED....

(tape with Waters, runs 15, out "...gave it its color.")

Waters: "They were white. They were just a clay-white. The way they came out, she had them in that kindle, and when they came out they were sort of black--black and the color we stuck in there by ourselves --and the manure gave it its color."

STUDENT ART TEACHER BARBARA GRIST CAME UP WITH THE IDEA AND SHE WAS HAPPY WITH THE RESULTS....

(tape with Grist, runs 20, out "...more like that.")

Grist: "I was real pleased overall. Everything just went perfect. The firing and the way the pots came out, I was really happy with that because we got a lot of different colors--browns and blacks and whites. But, I think some of the kids didn't understand why the pots weren't brighter colors. I think they were expecting more like that."

THE ONLY CATASTROPHE OCCURRED WHEN ONE OF THE STUDENTS DROPPED HER CREATION WHEN GETTING ON THE BUS.

I'M JULIE NICOLAY...FOR TOPEKA PUBLIC SCHOOLS.

THE MECHANICS OF PRODUCING RADIO SPOTS

If you're going to get frustrated doing radio spots, getting the spots put together will most likely be the source of the frustration.

However, after you've done a series or two, you'll have the process down pat and you'll be able to breeze through a series in little time.

STARTING OUT

Recording the interview can be done with any portable cassette tape recorder. The brand of the machine really doesn't matter. If you are going to purchase a recorder, it would be well worth the extra cost ($10 to $15) to get a machine with a "pause" control. Most of the better recorders will have a pause mechanism.

It would also be worth the money to invest in a quality microphone. It will cost about $30. Ask the dealer for a suggestion on the model that would be best suited to your needs. Don't rely on the condensor mike that is often installed in recorders. Condensor mikes just don't produce a good sound quality.

EDITING

Once you've selected the portion of the interview you'll be using, you'll need to "pull" it from the interview tape and put it on another tape. What you're doing is putting only the tape segments you'll be using in the reports on a separate tape.

To do this, you'll need an inexpensive patch cord. These cords can be purchased at stereo equipment stores for about $2. You'll need to know what size cord your recorders require. There are two common sizes--three-quarter inch and "mini" plugs. A quarter-inch plug is what you'll find on most headphone sets. The Wollensak recorders that many schools have require a quarter-inch plug. A standard cassette recorder will usually require a small, "mini" plug.

The best way to figure out how to transfer material is by trial and error. The process is to plug one end of the patch cord into the output of one tape recorder. (This is often the headphone plug-in.) The other end of the cord is plugged into the input on another tape recorder. Yes, it does take two recorders to do this. If equipment is a problem, you can probably get someone at the radio station to help you do this step on their equipment.

PACKAGING

You'll need to have your scripted copy recorded on a separate tape --that tape should not be the same one your interview segments are recorded on. The final process of producing the programs is to put

PACKAGING (contd.)

the scripted portions that you have recorded together with the interview segments. This is where a pause control becomes quite an asset.

Here's how I do it:

1. Transfer (the technical term for this is dubbing) the first part of your recorded script material onto another (third) tape. This tape becomes your master tape. At the end of the scripted segment, stop the recorder--using the pause control.

2. Get the appropriate interview segment ready to be dubbed. Play it in the same recorder that you played the first tape in. Put the recorder in pause once you locate the beginning of the interview segment.

3. When you're ready to record, release both pause buttons simultaneously and you have a good, clean edit between the two segments.

4. Once the interview is completed, stop the machine that is recording the master tape--again using the pause control.

5. Get the concluding scripted remarks ready. Dub them to the master tape, just as you've done the other portions.

6. When those steps are finished you should have one complete radio report.

As you record the scripted part it is helpful if you put an identification and countdown at the front of each spot. Doing so enables you to stop the recorder at the correct moment, rather than guessing about when the recording begins. An identification and countdown would be, "Spot one begins in three, two, one...'Here's a radio report...'"

Your master tape can be dubbed so that each station can have a copy. Dubbing a master tape is like transferring any other material, except you can put that tape on the machine and let it go. There's no need to start and stop as you did when putting the spots together.

TROUBLE??

If you encounter problems, take your questions to someone who can help you figure out what you're doing wrong--someone from the radio station or maybe someone at a local stereo store. They will be able to explain what you've done wrong and help you learn how to do it right.

Don't be afraid to ask for help. The radio stations would much rather help you produce an air quality tape than tell you they can't use something you've spent time and energy preparing because the quality isn't suitable.

APPENDIX E

Publicity Tips

for California's School Improvement Program

OFFICE OF INFORMATION
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

These few pages are written for the nonprofessional news writer whose real job is working in a School Improvement Program. You are doing a great job with your youngsters in education, you have set up some truly unique and interesting programs, and now you would like others to know about your successes.

You would like to know how your program can be publicized. How you can get coverage in the local press. How to arrange to be on talk shows on radio or TV. How to develop other types of visibility for your program, and how to gain understanding and support for your projects with school administrators, faculty, parents, and members of the community.

First, you should ask yourself some serious questions.

- What do you hope to achieve? Just column inches in the newspaper or just time on the radio or TV? Hopefully not. Information, not inches should be your objective. As pioneer PR practioner Herbert Baus says, "Mere publicity without a planned aim is in itself meaningless and can be harmful. Unless publicity fits into a pattern and helps to achieve the objective, it is worthless, wasteful, and at times potentially destructive of future accomplishments." So, make a plan. Set your objectives. List your communications priorities. Then get to work.

- Whom is it you want to inform? Or, sometime influence? Faculty, staff, parents, kids, the general public, voters? Be sure that you at least know why you want to reach these people, or else you are going to a lot of trouble and work for nothing.

- What is the best way to reach your various audiences? In the case of faculty or staff members, the bulletin board may be part of the answer. For students, classroom announcements, bulletin board notices, and mimeographed fliers can help in publicizing an upcoming event. Letters to the home can carry a variety of messages to parents. And an interestingly written, well-illustrated newsletter can supply a volume of information about your program to a variety of key audiences--school administrators, board members, teachers, community opinion leaders, parents, etc.

  You likely are already using some of these as well as other communication channels to reach specialized audiences. But, what about the general public? This is where the major media--newspapers, magazines, radio and television--comes in. And, it is the major media that will occupy our attention here. The basic publicity principles discussed, while having application to many types of media, will deal essentially with ways to recognize, develop, prepare and place publicity for use by the major media.

WHAT IS NEWS? HOW CAN YOU RECOGNIZE IT?

Like the air, news is all around you, even though there are those who simply don't recognize it. Webster's New World Dictionary, 2nd College Edition, 1970, defines it as, "new information about anything; information previously unknown." Most editors have pretty definite ideas about what constitutes news but they are likely to agree that interest and importance are both basic factors. News is first the presentation of *facts*, not opinion. Second, news is *timely presentation*. And third, news must be of some *interest* or *significance* to newspaper readers or radio and TV listeners and viewers. At least four factors can contribute to *interest*: a *local slant*, the *unusual*, the *dramatic*, and the *important*, or that which is *significant* to readers, listeners, or viewers. And, you may not have to look too far to find an idea, or peg, for a news story that incorporates one or even all four of these basic factors. Here are some examples of ways to make news:

- Issue a report
- Conduct a poll or survey
- Arrange an interview with a celebrity
- Stage a special event
- Adapt national surveys locally
- Stage a debate
- Tie in with news events of the day
- Develop a community program
- Take part in a controversy
- Adopt a program of training
- Stage a "gag" for fun/human interest
- Hold a contest
- Make an award
- Celebrate an anniversary
- Hold an open house
- Issue a protest (i.e., re: junk food)
- Issue praise
- Organize a tour
- Arrange for a testimonial
- Write and deliver a speech
- Make a prediction or analysis
- Take pictures (for many of above)

HOW DO YOU WRITE NEWS?

Once you have learned to *recognize* news, you are a long way toward learning how to *write* news. The basic technique of news writing is fairly simple, but there are some fundamentals, which if observed, will increase your chances for success in developing and placing news materials with the media.

Most news stories have three parts: the *lead*, which in the first paragraph sets forth the *who*, *what*, *when*, and *where* of the story; the *tie-in*, which provides background information such as identification of the speaker or the nature of the occasion, the *why* and *how* of the story which also may continue in the last part or *body* of the story. Here additional details are given in the order of their importance. Thus, if an editor is tight for space he can cut the story from the bottom up, yet retain the basic news contained in the lead or tie-in paragraphs.

The five *w's* and the *h* of a news story simply answer the questions a reader would ask.

Whatever your story, be sure to get all the facts you need to write an intelligent release. Write simply and in a readable style. Avoid "editorializing" and letting your opinion creep into the story. Be a stickler for accuracy, correct spelling, and proper punctuation. If you can, say something new and interesting in your first ten words. Don't write more than you can expect readers to be interested in.

And don't forget format and form. Each release should have a heading indicating from whom it comes and when it is to be released if timing is important. Include your name as contact person and your phone number.

- All copy should be *typewritten, double-spaced, on 8 1/2 X 11 bond paper*.

- Write a *guideline*, indicating what you are reporting, or try for a punchy brief *headline* to get the editor's interest. Start about *a fourth of the way* down the page; hold to *two lines maximum; use all caps.*

- Start your story about a third of the way down the page. This leaves the editor plenty of room for re-writing your head, or giving instructions.

- Leave adequate margins, both left and right; at least an inch-and-a-quarter.

- If your story is more than a page long, write -MORE- at the bottom of each page but the last. At the end of the story put -30-, ##, or -END-. Number each successive page in the upper left corner and start your copy about an inch-and-a-half down from the top.

HOW DO YOU GET YOUR STORY TOLD?

Editors are in the news business, so if what you offer is really news you are helping the editor supply his readers with news of interest and significance.

But, proper timing is important. For example, some weeklies publish on Thursday and because of their small staffs must have all news for their inside pages by Tuesday noon. Similarly, some editors ask that all news for some Sunday sections be turned in by the preceding Wednesday, or Thursday noon, latest. For an announcement where you are requesting a specific release date, it's best not to send your material too far in advance. In the case of monthly magazines, one month ahead of issue date may be about right. For daily newspapers, however, your release should arrive no sooner than two days before the issue. And, if you mail your news, be sure to allow a day or two for late delivery.

Whatever you do, observe the media's wishes about whether to submit news by telephone (many radio and TV stations prefer telephone alerts), by mail, or in person. If you do use the telephone, avoid the paper's editorial rush hour, have your notes at hand and know all the facts.

Get acquainted with local editors, ask for their suggestions on how you can do a good job of covering your program. Find out what days are best for placing your material. Be available for phone calls from editors or writers with questions. If you don't have an answer, don't be afraid to say so, but call back when you get the answer.

Don't complain or ask why your story didn't appear on a certain day. If you ask for favors--if at all--do so sparingly. Remember, the editor has the final say on what news appears, when it appears, and where.

WHAT ABOUT PHOTOS?

A hurried or lazy reader may miss a news story, but he is not likely to miss a really dramatic or interesting photo. Here are some guidelines to help you decide whether or not to use pictures to illustrate your story.

- The newspaper picture must have news value. In itself it may tell the story, even without a caption. But, don't submit it without a written caption or it won't be printed.

- The picture should help tell your story. What editor could resist a photo of a couple of youngsters taste-testing gooey gobs of peanut butter they have just made in the classroom?

* The pictures must be of good photographic quality with proper exposure, focus, and composition. The best pictures convey action or a candid view. Hire a good local photographer, if budget permits.

* The picture should promote the purposes of your program or project, i.e., to help your health-food cookout, food fair, or recognition of a nutrition-related holiday or other event.

HOW CAN RADIO AND TELEVISION HELP TELL YOUR STORY?

The broadcast media offer a variety of ways for you to reach the pupils without charge, providing your message is of interest and significance to station listeners or viewers and is timely. As with print media, the unusual, the dramatic, the important, and a local slant are often key factors in determining whether or not your story is scheduled for broadcast.

Here are some of the ways radio and TV stations help qualified non-profit community groups reach the public.

* Commmunity Calendars -- Brief announcements that describe special events of community interest, such as exhibits, fairs, concerts, open houses, etc. These are usually grouped and presented at a regular time, as "calendars" or "bulletin boards."

  The announcements are normally limited to the following facts:

  - Name of sponsoring group
  - Description or name of activity
  - Date - Time - Location of event
  - Brief statement of the purpose of the event
  - Ticket or program information, plus phone number to call

  Copy should be typed double spaced on 8 1/2 X 11 bond paper, one announcement to a page. Attach a brief description of the nature and purpose of your program and mail to the station's Public Affairs Director, Attention: Community Calendar. Submit your copy early! Three to four weeks is recommended.

* Station Editorials -- Expressions of the views and opinions of the station's management on topics or issues of major public interest are regularly broadcast in special editorial statements. Opportunities for equal-time rebuttals or opposing viewpoints by individuals and spokesman for various causes or groups are normally offered. The station's Editorial Director will be pleased to provide you with information on individual station policy and practice.

* Public Affairs Programs -- Local radio and television stations offer a wide range of interview and "talk" programs that deal with a variety of topics of current interest. Community problems, issues, and concerns of all types of groups--particularly those that relate to health, education, welfare, culture, and safety--are given in-depth consideration through discussion, debate, interviews, and special reports. Many of these programs are hosted by radio and TV personalities and are offered on a regular schedule.

Don't be bashful. If you are interested in appearing on a particular program, or would like to place a guest on the show, contact the station and ask for either the program producer or the public affairs director. Again, early contact--three to four weeks--is recommended.

But, before you do all this, make certain you have listened to or viewed the show, or shows, you are interested in, so that you are familiar with the program, its objectives, its format and the types of guests who are used. No producer likes to be contacted and asked, "What's your program like?" (Ouch!) As your own public relations representative, it is incumbent upon you to be familiar with the program. Then you can offer an intelligent guest who fits the program format; hopefully too, one that can interact well with the program personality.

How do you set up a list of the public affairs programs offered in your area? First, check your local radio and TV guides, or newspaper program listings. Then, listen to or watch the programs you think might be interesting, and interested. You'll find that some use a studio format. Others will originate "live" from community locations and events. Producers of each of these kinds of programs are always looking for fresh ideas, new and interesting subjects and people; for dramatic and unusual programs and events.

Some stations prefer that you write them and outline your idea for a community-wide interest program. But, try the phone first. If the station wants it in writing, give a brief sketch of your proposed program, pointing out its visual possibilities (if, for TV), and what it can accomplish for the betterment of the community.

Also, bear in mind that the television viewer is seeking entertainment as well as information. Materials must be visually compelling, as well as interesting to hold attention.

One last item for public affairs program consideration. If you have a good film, perhaps from a national or state organization, it perhaps can be adapted for program use. A properly cleared motion picture can sometimes be presented in its entirety. At other times, edited film clips can add visual interest to your project.

* Radio and Television News -- Don't forget the broadcast media in your town when you have a story worth issuing as a news release. Everything said earlier about recognizing, creating, and writing the news story applies here, also. You need only remember to develop a radio and TV station press distribution list, similar to your newspaper list. In this case, however, send your releases to news and program directors, rather than public affairs directors. If neither news nor program directors are listed, send your releases to the station's general manager for internal rerouting.

Here are some final reminders to help you plan your approach to broadcast media:

- Plan ahead.
- Determine what you want to accomplish with your story.

- Prepare materials properly.
- Identify your audience. Listeners and viewers come in all ages, races, and interests. So, select stations that will reach your special audience, or audiences.
- Submit your message early.
- Find out what your local public affairs and news directors want.
- Don't badger them ever, and remember to say "Thank You" for a job well done.
- If you get in trouble, or need assistance in preparing your story or other materials, don't "punt." Call the Public Affairs Director at one of your local stations. He, or she, will be pleased to help you.

Planning Workshops and Conferences

A PERFECT

WORKSHOP......

AND HOW TO DO ONE.

Mary Hopper
San Diego City Schools, Staff Development
Room 3105, Education Center
4100 Normal Street
San Diego, CA 92103

A PERFECT "10" WORKSHOP

and how to do one

Written by

Mary Hopper
for the
Special Education Department
San Diego Unified School District

IF YOU HAVE KNOWLEDGE
LET OTHERS LIGHT
THEIR CANDLES AT IT

Margaret Fuller
from
Elbert Hubbard's Scrapbook

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San Diego, California

Introduction

Introduction

WORKSHOPS

The workshop is the most frequently employed learning process in any staff development program. A workshop can be defined as a seminar or series of meetings for discussion, work or intensive study. Workshops can range from informational meetings to skill development trainings. The complexities of planning a workshop can be lessened by organizing the workshop into subcomponents or workshop elements.

WORKSHOP ELEMENTS

I. NEEDS ASSESSMENT

II. OPENING A WORKSHOP

- Structured Activities
- Warm Ups
- Ice Breakers

III. LEARNING PROCESS

- Information Giving
- Experiential Learning

IV. EVALUATION PROCESS

Within each of these elements decisions have to be made about what techniques, processes and tools will be used. The following units of this guide are intended to provide information to the workshop planner and implementor that will facilitate making these decisions.

UNIT 1

Teaching Adults

Teaching Adults

How do adults learn? Research seems to indicate that they learn mostly on their own, and that the most common motivation for adult learning is some anticipated use or application of the learning. It is estimated that only 20% of adult learning is planned by a "professional" and the other 80% is planned by the adult learners themselves. Staff development then has a particular challenge because it only addresses the 20% of adult learning. In order to make that 20% meaningful and valuable to the adult, it is necessary to take into consideration how adults learn and plan the teaching of adults accordingly.

Teaching adults is often confused with teaching children, and in this process of confusion the same principles of teaching children (pedagogy) are often applied to the teaching of adults. Thus, it is safe to say that many staff development programs in the public education system treat adults as if they were children. Recently a new field of study has evolved that is devoted to the science and art of teaching adults. The theory and principles of teaching adults is known as adragogy.

*"*The concepts of adragogy are based on four main assumptions which serve as a means of differentiating adult learning from child learning:*

1. *Changes in Self Concept – as a person grows and matures, self-concept moves from total dependency to incureasing self-directedness.*
2. *The Role of Experience – Maturing individuals accumulate expanding reservoirs of experience on which to base and relate new learnings.*
3. *Readiness to Learn – As individuals mature, readiness to learn is decreasingly the product of biological development and academic pressure and increasingly the product of the developmental tasks required for the performance of evolving social roles.*
4. *Orientation to Learning – Children have been conditioned to have a subject-centered orientation to most learning, whereas adults tend to have a problem-centered orientation to learning."*

Things to consider when planning adult learning:

1. Do a thorough needs assessment before conducting staff development activities.
2. Involve adults in planning their own staff development activities; include them on planning committees, etc.
3. Provide a variety of learning processes; allow adults to choose the learning process that best meets their learning style, scheduling needs, etc.
4. Provide incentives for participation in planning staff development activities.
5. View oneself as a facilitator of learning rather than an information giver.
6. As much as possible staff development activities should be practical and related to participants' present jobs or future jobs (learning for knowledge/curiosity is a low motivator of adult learning).

******TRAINING, The Magazine of Human Resources Development, April, 1981, Lakewood Publications, Inc., Minneapolis, MN.*

UNIT 2

Needs Assessment

Needs Assessment

All staff development activities should address the needs and interests of the participants. In order to determine these needs, a thorough needs assessment should be conducted. Needs assessments can take various forms:

WRITTEN

Questionnaires and surveys

These are often "close ended," requiring the staff to respond to a set of given ideas, topics, etc. However, these can be constructed so as to be "open ended" by providing an opportunity for the respondents to supply their own topics, ideas, etc.

Suggestion box

Staff is encouraged to give written suggestions for staff development and drop them into a suggestion box.

GROUP PROCESS

Faculty meeting

The staff is asked to brainstorm a list of needs or a list of preferred activities.

Committee

A specific committee is established to list, by consensus, alternatives for staff development implementation.

OBSERVATION

Principals, support staff, teachers or outside observers determine staff needs based on classroom observation. This can be done formally or informally.

DISTRICTWIDE PRIORITIES

Needs assessments can often include priorities which are set for the entire district, such as discipline, integration, safety rules, special education, etc.

INTERVIEWS

Personal

Staff are interviewed to determine their needs. This provides a good cross-check to the written needs assessment because it can be used to verify expressed needs from the written instrument. Interviews, like questionnaires, can be open or close ended or a combination of both.

Telephone Surveys

Staff are surveyed via the telephone to determine their needs. Again, this provides an excellent cross-check to written questionnaires.

DETERMINING WORKSHOP OBJECTIVES

The reason for conducting needs assessments is to provide data for planning workshops. In order for needs assessment data to be useful for workshop planning, it must be translated into learning outcomes or objectives.

Workshop outcomes objectives determine the opening of a workshop, the learning process and the evaluation process. These objectives or outcomes can be stated in terms of the participant, i.e. "The participant will ______________________________.", or in terms of the intention of the workshop, "To provide ______________________________."

UNIT 3

Workshops: Openings

Workshops: Openings

After outcomes or objectives have been determined for the workshop, careful thought should be given to how a workshop will be opened. The opening of a workshop can set the tone of the workshop, prepare participants for what is coming, and set the stage for whatever learning techniques will be shared during the workshop session. Opening activities should not be "non sequiters"; in other words, the opening activity should have a direct relationship to the topic or content of the workshop.

The following techniques can be used to open a workshop:

- **STRUCTURED ACTIVITIES**

  Putting participants to work immediately when they enter the workshop gives early participants something to do as well as sets the tone and stage for the workshop. For example, participants could be asked to (1) fill out a questionnaire on a topic, (2) answer, in writing, several questions on the topic, (3) list what they hope to learn at the workshop, (4) write a question or two they want answered, or (5) solve a problem or puzzle.

- **"WARM UPS"**

  Warm up activities are, as the name implies, ways to get participants warm and ready to learn, participate, think, listen, etc. They are also an effective way to enable participants to "break the ice" and get to know each other. Many excellent "warm up" activities can be found in *A Handbook of Structured Experiences for Human Relations Training.* Because this set of books is virtually the "bible" of warm ups, only a few examples will be included in this guide.

  The following activity is an example of a standard warm up activity:

  - Whips – This "warm up" process is based on the old "crack the whip" game which was fashioned after the action of a whip. When a whip cracks, momentum begins at one end and builds to the end. This is a quick process which can be used to open and close a workshop. One example of opening a workshop is: the workshop presentor, leader, etc., asks a question such as "What are your expectations for today's workshop?" Each participant says a few words in rapid succession in answer to this question.

- **"ICE BREAKERS" (INTRODUCTION) –**

  These can take a variety of forms:

  - Participants break into groups of two and interview each other for a period of time, group reassembles and each pair introduces each other.
  - Polaroid pictures are taken of participants when they enter a workshop; participants put their names and other information on a sheet with the picture, and place on the wall or on themselves; participants mill around and look at pictures and read sheets.
  - Information sheets are passed out to participants as they enter; they fill them out and pin them on and mill around and read each other's sheets either silently or aloud.
  - Participants are grouped into pairs and are asked to exchange two or three objects they have with them that they feel reflect themselves. Pairs introduce each other by telling what these objects say about the other person.

CONSULTANT
INFORMATION
DEMONSTRATION AREA
PHOTOS
BUTCHER PAPER
SLIDE PROJECTOR

UNIT 4

Workshops: The Learning Process
Information-Giving Techniques

Information-Giving Techniques

Choosing the right information giving process for a workshop depends on the workshop's learning outcomes and objectives. Questions to ask are:

- What is the intent of the workshop? Information giving? Skill development?
- How much time is available?
- What resources are available, i.e. personnel, media, etc.?
- Will a consultant be used? What will they do?

The information giving process that will be discussed in this guide includes:

- Lectures
- Media
- Panels
- Demonstrations

These processes are intended to provide participants with information and knowledge about a particular topic. The degree to which they involve the participant varies. Most workshops are more effective if they involve the participants.

How to Do It

- **LECTURES**

Lectures are a "didactic" information-giving process which relies on a teacher/instructor to provide information to the learner. Lectures or presentations are generally of two types: participative and non-participative.

Participative

This type of lecture actively involves the participants in the lecture and allows the presenter/lecturer to use the experiences of the audience. There is a "two-way" communication pattern to this lecture. This can be accomplished in a variety of ways:

1. Participative Questions

The lecturer asks participative kinds of questions to introduce the topic, obtain feedback, reinforce learning or do a learning check.

EXAMPLE NO. 1:

Participants are seated in movable chairs. The speaker or the moderator gives a direction to the participants. Participants are asked to listen to the lecture with a specific task in mind: (a) listen for questions the audience could ask the speaker, (b) recall personal experiences that would further amplify or illustrate the topic or particular points of the lecture, or (c) think of further points the speaker should make. After the lecture, participants are divided into small groups to discuss their task. The small groups then develop a list of questions or points to present to the large group and to the speaker who facilitates, answers questions, and leads the discussion.

EXAMPLE NO. 2:

Topic: Bilingual and Special Education Legislation
Target Audience: Bilingual and Special Educators
Trainer's Script:

To begin the process of understanding bilingual and special education, it is necessary to look at the vehicle that has provided change, established programs, and mandated rights. . .the legislation.

Because a linguistically/culturally different student may be both limited English proficient and an "individual with exceptional needs," and because the child may be enrolled in both a special education program and a bilingual education program, there are two legal compliance issues to be considered.

Both special education and bilingual education operate under federal and state legislative requirements which define how these special education and bilingual education students will be served.

Participative Questions: (ask participants)

- Why do you think legislation is necessary to education?
- What has legislation accomplished for educators?
- What benefit is there in knowing and understanding legislation that affects a student you may be teaching, assessing, etc.?
- Bilingual educators, what are some things you think you need to know about special education?
- Special educators, what are some things you think you need to know about bilingual education?

These questions become part of the lecture and part of the method of delivery of the information.

2. Programmed notes:

Participants are given a set of notes to be filled in during the presentation. The presenter can do this with the audience in a question-and-answer format or the participants can fill in the notes as the lecture is presented.

Participative lectures are most effective with audiences of up to 50 people. This type of lecture works well if the intent of the presenter/lecturer is to impart in-depth knowledge.

Non-Participative

Some situations require a non-participative mode of presentation/lecture situation in which a specific type or amount of information is to be delivered to an audience. This type of lecture also works best if there is a large audience involved. In this method the lecturer/presenter delivers the lecture in the traditional "one-way" manner. Question-and-answer sessions may be a part of this lecture but they are usually not a help to the development and delivery of the lecture.

TIPS FOR SPEAKERS

Prepare

Know your subject. This may mean doing some study, reading or discussion with other people. There are a variety of techniques speakers use to organize their information for the delivery of their lecture or presentation. Outline the topic (do this several times until it is refined). Consider these questions:

- What do you want to say? List your major points.
- In what order do you want to say it?
- What statistics will you use?
- What quotes will you use?
- How much time do you have?
- Who is your audience?
- What do they want of you?
- Will you use activities, media, etc., and how?
- What handouts do you need?
- When should you distribute them?
- How will you open your presentation: Joke? Story? Warm-up activity? There are other ways.
- How will you close your presentation?
- When do you want questions from the audience? Beginning? Middle? End? Be sure to tell the audience in the beginning when you want questions (see lecture/presentation worksheet in Worksheet section).

Practice

Like anything else, practice makes giving presentations more comfortable and empowers performance. Practice giving the presentation out loud by yourself or use a small volunteer audience. One new technique being used successfully by many experienced speakers is visualization. Visualize yourself giving the presentation/lecture. Note how you will look, stand, sound, etc. Visualize a positive experience with positive audience reaction.

Method of Delivery

The three most distracting behaviors of speakers are a monotonous voice, stiff posture or excessive personal idiosyncracies, lack of eye contact.

Eye Contact

Research has found that eye contact is definitely the most powerful influencer of audience comprehension and speaker credibility. Strong speaker eye contact is believed to help focus the audience's attention on the speaker and indicates the importance of the message. Strong eye contact is associated with enhancing the dynamism and credibility of the speaker.

Body Language

A stiff posture--which might include wringing of the hands--is distracting to the speaker's message. Equally as distracting are behaviors such as chewing gum, playing with a ring or necklace, and other personal idiosyncracies. Movement above the waist is considered positive and can contribute to the presentation; movement below the waist is considered negative and detracts from the presentation. The following list includes suggestions on how to make the most of your gestures.

*"Here's How:

1. Make the most of your gestures above the waist--gestures made below the waist indicate failure, defeat, despair. Practice in front of a mirror, and you'll immediately see the difference.
2. If you're holding outline cards, keep your forearms roughly parallel with your waist, with your elbows out about three inches from the sides. Elbows held too closely tend to weaken your authority.
3. Place your hands lightly on the lectern, but don't lean on it.
4. Don't let your hands flap around. Lax hands indicate a lack of power leadership.
5. Use both hands to be an effective speaker.

Mannerisms--Dozens of distracting mannerisms are used by public speakers, to the detriment of their delivery and their communication. Mannerisms are usually releases for nervous energy, substitutes for pauses, period for thinking of what to say next. They may be unconscious and can become habitual."

Avoid pacing, toe tapping, erratic gestures, unnecessary gestures; if you must move, shift your weight from foot to foot. Maintain a relaxed but coordinated posture while speaking.

Voice

This is a common area of concern for speakers. Speaking in a monotonous and unanimated tone-of-voice is distracting to the audience. The ideal public speaking rate is 120-150 words per minute. Variations depend on whether you use a slower speaking rate or pauses to stress an important point. Avoid the use of vulgarisms, slang, clichés and jargon when you speak. To fully understand your speaking image, try listening to yourself on tape, or even better, use a videotape.

**SPEAKER'S* *Instant Card File of Humor, Bureau of Business Practice, Inc., 1978.*

Lecture/Presentation Language Checklist

Do you use these? (you really shouldn't)

cliches (some examples)

- last but not least
- at a loss for words
- it stands to reason
- in terms of
- too funny for words
- more specifically
- goes without saying
- given me great pleasure
- no sooner said then done
- method in his madness
- hard as a rock
- as I was saying
- down right
- now, lets see

jargon (some examples)

- interface
- input
- output
- feedback

vulgarisms (some examples)

- ain't
- hadn't ought to
- damn, etc.

slang (some examples)

- on your case
- comin' down
- neat, cool, etc.

(sometimes slang can be used to illustrate a point but avoid it as a routine part of your lecture/presentation)

The Three Basic Parts of a Speech

"Tell them what you are going to tell them, tell them, tell them what you told them."

Your lecture/presentation should have three main divisions: an opening, a middle and a closing.

Opening the Lecture/Presentation

Tell them what you are going to tell them

The opening of your lecture/presentation should:

- arouse attention and interest
- set the mood
- state the purpose of your lecture/presentation
- clarify what you are going to talk about

To capture attention you could:

- use a joke (but only if it relates to what you are saying)
- use an effective quotation, or story
- ask a thought-provoking question
- use a short personal disclosure that is not too revealing
- demonstrate a main point of lecture/presentation

Middle of Lecture/Presentation

Tell them

This is the heart of the lecture/presentation. Here you state your major points, define terms, relate ideas, use illustrations, demonstrations, activities, etc. Use examples to illustrate how your main points work or are related to another idea.

Closing the Lecture/Presentation

Tell them what you told them

Summarize your major points periodically during the lecture/presentation, but plan something specifically to summarize the lecture/presentation at its' close or ending. You might ask the audience to do this; you might use an overhead transparency or handout; or you might just do it verbally. A story or joke that illustrates your main point is fun and very effective.

Keep in mind that if the following list is indeed invalid that many people share the fear and and concern over giving an effective lecture presentation.

The Ten Worst Human Fears (in the United States)*

1. Speaking before a group
2. Heights
3. Insects and bugs
4. Financial problems
5. Deep water
6. Sickness
7. Death
8. Flying
9. Loneliness
10. Dogs

**David Wallechinsky et.al.: THE BOOK OF LISTS. Wm. Morrow & Co., Inc. New York, 1977.*

- **MEDIA AIDS**

*"One Visual Really May Be Worth 1,000 Words"

"The average speaking adult is familiar with over 600,000 different words. We use 2,000 of those words on a day-to-day basis, and 500 of those words have over 14,000 different dictionary definitions.

The average adult speaks at the rate of 125 words per minute and hears at the rate of 500 words per minute. The end result is what we call a 'mental lag.' The upshot is, of course, that listeners have alot of time to ponder what's really being said, and to go through that abundance of defintions until they find one that fits their perception and prejudices."

"Simple English is not so simple. Trainers should use body language, visual aids and any other communications tool they have available, to make sure that they and their trainees are using the same language."

The most common audio-visual aids include:

- Handouts

  Carefully planned and well-prepared handouts can aid participants' involvement in learning. Effective handouts are:

  - pertinent to the participant
  - short and to-the-point
  - of "immediate, obvious value"
  - stimulating and reinforcing of the topic presented
  - legible
  - distributed with holes punched and stapled in the upper left-hand corner, if necessary
  - documented appropriately (authors and sources credited)

  Remember: more is not necessarily better.

  The decision of when to distribute handouts should be based on the purpose of the handouts. Handouts can be used to:

  - reinforce material presented
  - provide an outline of the presentation and note taking
  - stimulate discussion

  When should handouts be distributed?

  - before the session

    (participants can familiarize themselves with the material before the presentation begins)

  - during the session

    probably the least effective method because it creates a distraction and detracts from the presentation. If handouts must be distributed during a presentation, stop the presentation until they are handed out.

---

*Taken from Training/HRD, April 1980.

- after the session

  reduces confusion during the session

- Overhead transparencies

  Carefully planned and prepared overhead transparencies can enhance the presentation and reinforce participant learning. Tips for making and using overhead transparencies:

  - be simple, plain
  - include only main points to reinforce and represent the presentation. They should not include the text of material, or repeat exactly what the presenter is saying. Overheads should always summarize. Save details for handouts
  - no more than six words per line
  - no more than seven items or lines per overhead (if you have more, put it in a handout)
  - use large readable letters (large enough to be read ten feet away by the naked eye); if a typewriter is used, use only capital letters (24 point is recommended typesize)
  - smallest image projected should be one inch high for every 30 feet of viewing distance
  - turn overhead projector off when not in use
  - utilize visuals (pictures) to convey important points, ideas, concepts, etc.--no more than two illustrations per overhead
  - be neat; sloppy work shows lack of respect for the participants
  - do not stand too close to projector or in front of screen.

  When should overhead transparencies be used? The decision to use overhead transparencies depends on the purpose or scope of your overhead transparency. Generally, overhead transparencies should be (a) used sparingly, or (b) used only when it is necessary to illustrate a point, reinforce a concept, or provide interest or humor.

- Chalkboard, butcher paper, etc.

  These visual aids are particularly effective when a presenter wishes to develop an idea with participants following along step-by-step. Use of these aids can be distracting, particularly when the presenter turns their back to the audience. These aids work best with a small group of up to about 30 people.

  - write legibly
  - talk to the audience, not the screen, blackboard or chart
  - avoid turning your back to the audience
  - do not show information before you are ready to use it

- Films, filmstrips and slides

  These aids are effective if used thoughtfully during the presentation. Effective use of these aids should:

  - always be preceded by an introduction and followed by a debriefing or discussion
  - not only relate to the topic but enhance it (audio-visual materials should not be used as time fillers)
  - be used to introduce, illustrate or summarize a topic

- use the technique of "stop action" whereby the presenter periodically stops a film in strategic spots to emphasize a point or relate it to the lecture
- not be too lengthy
- have screens large enough for the size of the audience and placed in a location that enables the best viewing
- be previewed before presentation

When using a slide show, remember the following hints:

- make absolutely sure that the slides are in order and right side up in the tray
- always use the mechanism designed to lock the slides in the tray
- depending on the information, slides should be timed to change every six to ten seconds
- accompany with music if possible

• *MEDIA TIPS IN GENERAL

"In general, when using any type of media (e.g., handouts, slides, video tapes), there are some general considerations which workshop leaders should solve before conducting the training. Specifically, the concerns should center around the following broad areas:

- Know How to Use the Equipment

  Don't assume that because you know how to thread the VTR at home, you can set up the one supplied by the hotel rental service. Check it out in advance and learn to use it confidently before beginning your training. Additionally, be sure that setting up the equipment and learning to use it occurs long before the participants begin arriving. If in doubt about your own skills, have a back-up (another trainer who will also learn to use the equipment and will bail you out if needed).

- Check Out Each Piece of Equipment

  Does it work? Is it the appropriate size and is it appropriately placed in the room? Will everyone be able to see and hear it? If the lights need to be dimmed, where are the switches? Are extension cords available? Is the equipment set up safely (e.g., cords out of the way, aisles not blocked)? Do you have spares or spare parts or extra bulbs on hand or readily available?"

• PANELS

Among the methods of providing information to inservice participants is the panel format. Panels can be set up in the following ways:

- Structured

  Each member makes a brief presentation on a particular topic and then group discusses among themselves or answers either predetermined questions or spontaneous questions from the audience. A moderator may or may not facilitate a panel such as this.

- Unstructured

  In this format the panel responds to questions on a particular topic from the audience.

**Excerpted from a handout distributed at a workshop presented by Georganne and Tim Blackburn.*

- **DEMONSTRATIONS**

"Don't tell me, show me." For some inservice topics that focus on learning, a particular kind of skill demonstration can be the most effective method of organizing information. Examples of topics that lend themselves to demonstrations are: (1) assessment (learning about and how to use assessment techniques), (2) instructional techniques and materials, and (3) communication and consultation, etc. The "fishbowl" technique, which is essentially a demonstration, involves the staging of a situation where a particular skill or process is demonstrated for the audience, such as IEP meetings, consultation meetings, interviewing techniques, etc.

- **CONSULTANTS**

When planning the information-giving process, the planner must decide if a consultant will be used. If a consultant will be used, see the following "Tips for Choosing a Consultant/Workshop Presenter":

TIPS FOR USING A CONSULTANT/WORKSHOP PRESENTER

1. If possible, before choosing a consultant/workshop presenter, attend one of their workshops. Then there won't be "surprises" later. Check to see if all of the elements of a good workshop are there. If this is not possible, get several "eyewitness" accounts of a consultant/workshop presenter's performance from reliable sources.
2. Be sure the cost of the consultant/workshop presenter (if there is a cost involved) justifies the end result. Something or someone isn't necessarily better because they cost more.
3. Be sure to inform the consultant of the learning objectives/outcomes for the activity. Ask for details as to how they will achieve the objectives/outcomes. It is wise to get this in writing.
4. If possible, be sure the consultant/workshop presenter has information about the target audience, their expectations, skills, roles and responsibilities.
5. Be sure to communicate the amount of time available to the consultant/workshop presenter and inform them that the time line will be adhered to.
6. Keep a Consultant Resource File

LECTURE PRESENTATION PLANNING SHEET

Topic ______________________ Time ______________________

Objective/Outcomes ______________________

____

Target Audience ______________________

OUTLINE OF INFORMATION TO BE PRESENTED:	LECTURE	HANDOUTS	MEDIA	ACTIVITIES	What will it be?

LECTURE PRESENTATION PLANNING SHEET

Topic A Perfect "10" Workshop and how to do one

Time 8:00 – 4:00

Objective/Outcomes Participants will become aware of the elements of a workshop and will plan specific elements

Target Audience Resource Specialist, Staff Development Committee

OUTLINE OF INFORMATION TO BE PRESENTED:	LECTURE	HANDOUTS	MEDIA	ACTIVITIES	What will it be?
Opening: Ice Breaker				X	"My Idea of a Perfect '10' " "Adult Learning"
Wrong Way Workshop			X	X	"What Was Wrong" slides (Murphy's flip chart/Law)
I. What I Plan To Do Today					
II. What is a Workshop	X				
Definition					
Elements		X			Manual
Roles			X		Overhead: No. 1 and No. 2
III. Teaching Adults	X	X	X		Overhead: No. 3
A. Self Concept					
B. Experience					
C. Readiness					
D. Orientation to Learning					
IV. Needs Assessment	X	X	X		Flip Chart
A. Written					Manual
B. Group Process					
C. Observation					
D. District Priorities					
E. Interview					
F. Do's and Don't's of Questionnaire Design					Do's and Don't's

Sample

LECTURE PRESENTATION PLANNING SHEET (continued)

Topic A Perfect "10" Workshop and how to do one **Time** March 19, 1981 8:00 – 4:00 PAGE 2

Objective/Outcomes ______________________

Target Audience ______________________

OUTLINE OF INFORMATION TO BE PRESENTED:	LECTURE	HANDOUTS	MEDIA	ACTIVITIES	What will it be?
V. Workshops: Opening	X				
A. Introductory Tasks			X		Overhead: No. 4
B. Warm Ups					
C. Ice Breakers				X	"Plan an Opening"
VI. Workshops: Information-Giving Process	X				
A. Lectures		X	X		Overhead: No. 5 Lecture presentation planning sheet
B. Media			X		Overhead: No. 6 and No. 7 Film on public speaking: "Right Way Round"
C. Panels					
D. Demonstration					
VII. Workshops: Experiential Learning	X	X	X		Flip chart
Role Play					Sample experiential activities
Simulation					"Jones Mohr"
Discussion/Problem Solving					"Plan an Experiential"
VIII. Evaluation	X	X			Manual
IX. Planning		X			Manual
Needs Assessment Planning Sheet Information-Giving Process Planning Sheet Evaluation Planning Sheet Facilities and Arrangements Planning Sheet					
X. Close of Workshop	X			X	Whip: "My Idea of a Perfect '10' Workshop is
Summary					

Sample

UNIT 5

Workshops: The Learning Process
Experiential Learning Techniques

Experiential Learning Techniques

Experiential Learning Activities are an effective learning process and can enhance any workshop because they require a higher level of learner participation. But they should:

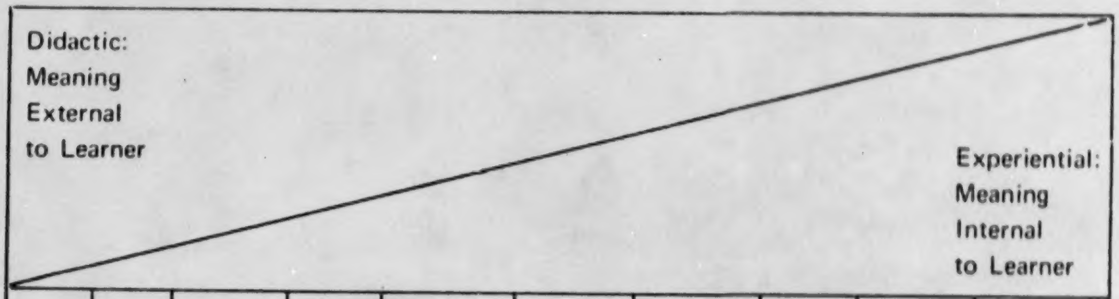
- never be used as time fillers or without a clear idea as to their intended outcome
- be introduced carefully and debriefed when over
- have specific and understandable directions
- be practical and relate to participant's own job or life experience
- relate to topic of workshop

Experiential learning can include the following processes:

- Simulations
- Role Play
- Problem-Solving Activity/Discussion
- Case Study
- Instrumentation
- Structured Experience
- Learning Centers

Pfeiffer and Jones in *The Reference Guide to Handbooks and Annuals* (third edition) use the following paradym to illustrate the relation of an experiential learning activity to learner involvement in learning.

Low Involvement . . . . High Involvement



R	L	EL	D	PT	CS	RP	I	SE	IGG
Reading	Lecture	Experiential Lecture	Discussion	Participation Training	Case Study	Role Playing	Instrumentation	Structured Experience	Intensive Growth Group

Experiential learning experiences are internal to the learner and involves them in the learning process.

- **SIMULATIONS**

  Simulations can be activities such as "simulating an IEP meeting" or can take the form of a game. Games can be fun, but do often include competition and a winner and a loser. There are commercially prepared simulation games available on a variety of topics. When constructing a simulation activity, care should be taken to create materials that create a situation that is a close approximation of the "real thing."

- **ROLE PLAY**

  Role play activities should be constructed with definite directions as to what the role is and what is required. Role play can be done in pairs or groups.

- **PROBLEM-SOLVING DISCUSSION ACTIVITIES**

  The most common activities which are used for group discussion and problem solving include "brainstorming activities," force field analysis activities, and "group think and input." (See the examples of these at the end of this unit)

  - Brainstorming

    Brainstorming activities can be used for discussion and for problem solving. The following are purposes and rules for brainstorming:

    1. Purposes:
       - to create a great number of ideas which lead (more quality in those ideas)
       - to open people up to sharing ideas without fear of criticism
       - to enable members of the group to build on each other's ideas
    2. Rules:
       - generate and maximize list of ideas
       - no idea may be discussed, anlayzed, criticized or ridiculed, etc., during the listing of ideas. All ideas are accepted.
       - set a definite time limit
       - evaluate and refine ideas

    Brainstorming is most often done in groups, but a variation can be individual silent brainstorming where each person is asked to write a card; all of the information from these cards is then shared from one member to another and recorded by a leader.

- Force Field Analysis

  This is an analysis of the positive and negative forces that exist in relationship to a concept, activity, idea, goal, etc. This activity is often used for group problem solving.

- Group Think and Input

  This kind of activity can be used to get group input on a question, idea, topic, etc.: The group is asked to list all their thoughts on a topic. They do this by listing words that represent their thinking (each member contributes a word or words). The words are reviewed and the group must compose one to three statements that reflect their thinking. These are recorded and shared with a larger group and/or turned in to the workshop leader.

CASE STUDY

In this activity a group, pair or individual studies a real or fictitious situation that has occurred and decides how to deal with it, implications for other situations, and/or uses it to learn what a situation may be like.

INSTRUMENTATION

There are commercially prepared tests or profiles that explore such areas as personality styles, leadership styles, listening skills, etc. These can be interesting and fun, but sometimes threatening to the participant.

STRUCTURED EXPERIENCES

For the purposes of this guide, these experiences are situations where a learner actually "does the real thing." For example, they give a test to a subject, use a piece of equipment, etc.

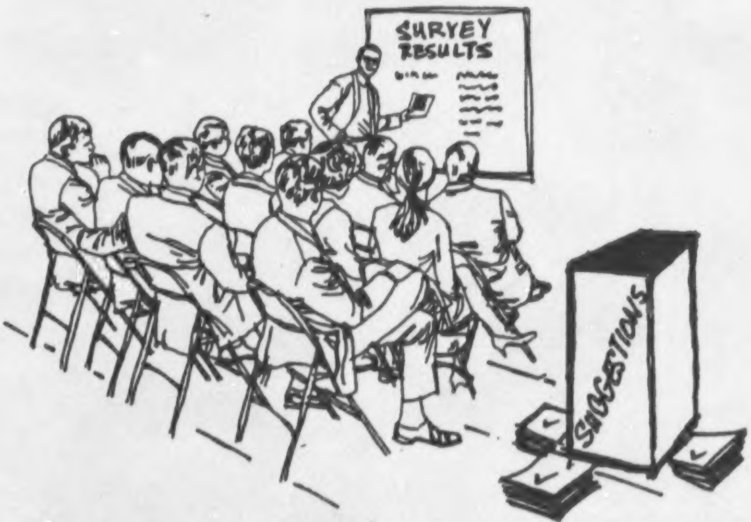
LEARNING CENTERS

Centers can be set up that use all of the learning and information-giving processes described in this guide. Centers can include direct instruction from a presenter, media of all types, group activities, simulations (games and others), etc.

SUGGESTIONS

UNIT 6

Workshops: Evaluation


SURVEY RESULTS
SUGGESTIONS

Evaluation

All workshops should be evaluated. The purpose of evaluation is not to provide "whoppee sheets" for the planners/presenter but to provide information on the effectiveness of the activity, the comfort of the environment and the needs for the future. Evaluations usually are conducted at the end of the activity. This is most efficient, however it is a good idea to do periodic long-term checks of the effectiveness of the activity.

The techniques that can be employed for a needs assessment can be turned around as techniques to be used in evaluations:

- **QUESTIONNAIRES AND SURVEYS**

  These are sent to personnel who were participants in previous workshop(s). This technique can be utilized in evaluating the general staff development program already in effect or used to evaluate specific workshops. These questionnaires and surveys should always include the outcomes/objectives of the workshop(s).

- **GROUP PROCESS**

  An effective and less time-consuming means to receive valuable input from the staff is to conduct a meeting with a group of teachers, aides, or support personnel to discuss the effectiveness of the staff development program and the workshops they have attended as a part of that program. The group should always be made aware of the outcomes/objectives of these activities. This may be done with a random sample of people, with a specific identified committee, or at a staff meeting.

Another way to conduct a group evaluation at a workshop is through group discussion. Some possible discussion questions might include:

1. What techniques or methods used in today's session contributed most to your learning experience?
2. What are the focuses that will encourage (and discourage) you from applying the best ideas back on the job?

- **SUGGESTION BOX**

  Participants are encouraged to give written suggestions or constructive criticism for workshops and drop them into suggestion boxes in various locations.

- **INTERVIEWS**

  Participants may be personally interviewed some time after the activity in order to evaluate whether their needs are being met. It would be important when interviewing to get a good cross-section of participants so that different needs or viewpoints are being considered. Interview questions can be constructed in a similar manner as a questionnaire and should always include the outcomes/objectives of the workshop.

- **STANDARD EVALUATION FORM**

This form is used at the end of a workshop. It is usually distributed to participants at the beginning or at the end of the workshop.

Evaluation forms should, if possible, include the outcomes/objectives of the workshop so the participants know what they are evaluating.

UNIT 7

Workshops: Planning

Planning The Workshops

Individuals involved in staff development programs are called upon to play various roles when planning and conducting workshops. These roles fall into three main categories:

– **Planner**

The responsibilities of this role include determining the learning objectives, learning process, evaluation, etc., arranging for consultants and facilities and managing the budget.

– **Implementer**

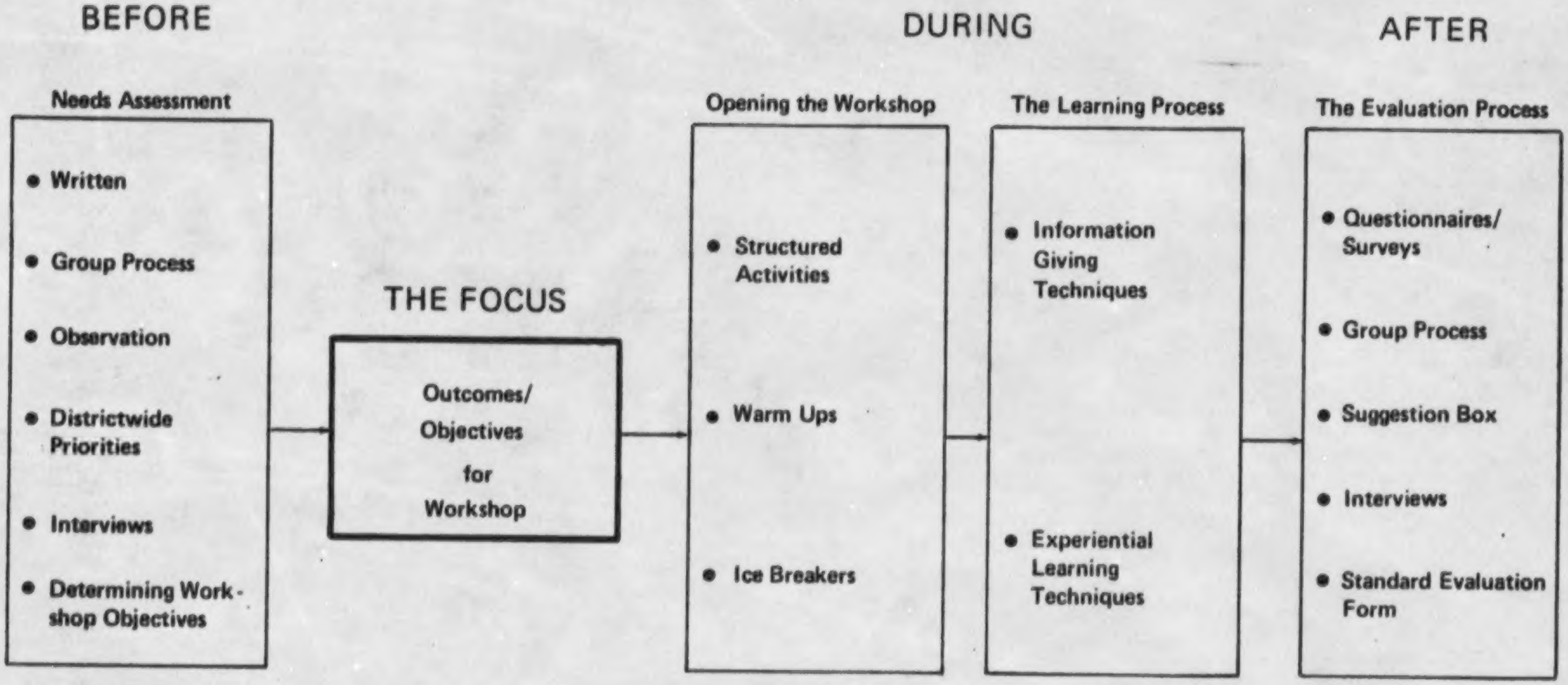
This role might include making a presentation, moderating, narrating, or running small groups, etc.

– **Facilitator**

This role would include coordinating all the elements of the workshop to be sure it ran smoothly.

One person may play all the roles or the roles may be shared by a team or committee. Many people can play all roles, but often a person's skills fall only in one or two of the roles. It is important to recognize the strengths of all people involved. The following planning sheets should provide a framework for putting the pieces of a workshop together.

WORKSHOP PLANNING STEPS



BEFORE

Needs Assessment

- Written
- Group Process
- Observation
- Districtwide Priorities
- Interviews
- Determining Workshop Objectives

THE FOCUS

Outcomes/
Objectives
for
Workshop

DURING

Opening the Workshop

- Structured Activities
- Warm Ups
- Ice Breakers

The Learning Process

- Information Giving Techniques
- Experiential Learning Techniques

AFTER

The Evaluation Process

- Questionnaires/ Surveys
- Group Process
- Suggestion Box
- Interviews
- Standard Evaluation Form

NEEDS ASSESSMENT PLANNING SHEET

(tear out and duplicate and use for planning)

How will the needs assessment be conducted?

_____ Questionnaire

Who _______________

When _______________

How _______________

Target Audience _______________

_____ Interview

Who _______________

When _______________

How _______________

Target Audience _______________

_____ Group Meeting

Who _______________

When _______________

How _______________

Target Audience _______________

_____ Observation

Who _______________

When _______________

How _______________

Target Audience _______________

_____ Suggestion Box

_____ Other _______________

____

DETERMINING THE LEARNING PROCESS – PLANNING SHEET

(tear out and duplicate and use for planning)

Topic ____

Learning Objectives/Outcomes ______________________________

____

_____ Lecture or Presentation

Who will do it?

- ___ Consultant/Workshop presenter*
- ___ Local resource person/speaker
- ___ Workshop planner
- ___ Other ______________________________

*If you use consultants/speakers, etc., they might plan the rest of the workshop for you. There are situations where you would use consultants/speakers, etc., and you would still plan the rest of the workshop.

_____ Media

What do you need?

- ___ Films, filmstrip
- ___ Overhead transparencies
- ___ Charts
- ___ Handouts

_____ Panel

_____ Demonstration

_____ Experiential Learning

- ___ Role Playing
- ___ Case Study
- ___ Simulation
- ___ Instrumentation
- ___ Structured Experience

_____ Discussion

- ___ Brainstorming
- ___ Group think

EVALUATION PLANNING SHEET

How should the workshop be evaluated?

_____ Questionnaire

_____ Evaluation form

_____ Interview

_____ Telephone survey

_____ Group process

_____ Observation

THE AGENDA

Creating the workshop agenda is the culmination of all of the planning: the goals, objectives of the workshop have been determined, the learning processes selected, a date, time and location selected.

Agendas should include:

WORKSHOP:

- Topic
- Date
- Time
- Location
- Workshop Outcomes/Objectives
- Activities
- Timelines
- Personnel Involved
- Room Locations
- Breaks

WORKSHOP ARRANGEMENTS CHECKLIST

Arranged | Finalized

WORKSHOP:

Time: Date:

Location:

1. MATERIALS/HANDOUTS

Description	Quantity	Date Ordered	Date Needed	Person Responsible

2. CONSULTANTS

Person(s) Responsible:

Name	Date Committed	Date Contract Sent

3. PARTICIPANTS

Person(s) Responsible:

(Invitation/response list attached)

No. Estimated: _______ No. Preregistered: _______ Final No.: _______

4. FACILITIES

Person(s) Responsible:

Room No./Time	No. Tables	No. Chairs	Other Furniture	Sketch Attached
				( )
				( )
				( )
				( )

WORKSHOP ARRANGEMENTS CHECKLIST (continued)

5. FOOD & REFRESHMENTS

Person(s) Responsible:

Description	Quantity	Room No./Time	Arranged	Finalized

6. PUBLICITY

Person(s) Responsible:

Description	Preparation Target Date	Completion Date	Arranged	Finalized

7. FOLLOW UP

Person(s) Responsible:

Thank You Notes (Names/Addresses)	Sent
	( )
	( )
	( )
	( )

Bills	Paid
	( )
	( )
	( )

Materials to Participants	Sent
	( )
	( )

WORKSHOP EQUIPMENT CHECKLIST

	ITEM	PERSON RESPONSIBLE	Arranged	Finalized
____	Overhead Projector			
____	Movie Projector			
____	Filmstrip Projector			
____	Autovance			
____	Screen			
____	Tape Recorder/Player			
____	Easel			
____	Butcher Paper			
____	Magic Markers			
____	Blackboard/Chalk			
____	Microphone			
____	Podium/Lecturn			
____	Videotape Player			
____	Record Player			
____	Signs			
____	Nametags			
____	Sign-in Sheet(s)			
____	Evaluation Forms			
____				
____				

WORKSHOP BOX SUPPLIES

____ Magic Markers (all colors)
____ Scissors
____ Tape (masking, scotch)
____ Pencils
____ Staples
____ Paper clips
____ Rubber bands
____ Staple remover
____ Chalk

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